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Relationships and Sex Education (RSE) Policy

St.Mary's School (inc EYFS)
September 2020/21

Relationships and Sex Education (RSE) Policy

Contents

1 Introduction and aims

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- to work in partnership with parents to encourage the development of a love of learning within a structured, broad and balanced curriculum with additional extra-curricular opportunities.

- to nurture individual pupil diversity emphasizing individual talents in a wide range of fields, including academic, music, sport, art and drama.

- to develop a sense of self-respect and consideration for others becoming well-balanced and healthy individuals in body, mind and spirit in preparation for their educational journey ahead.

1.1 This policy applies to all students, including those in the Early Years.

1.2 This policy forms part of the curriculum.

1.3 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.
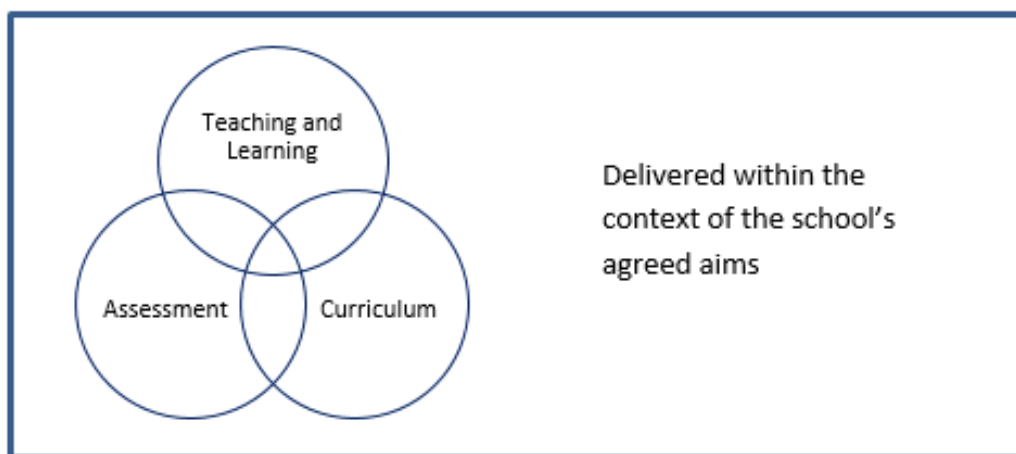
The aims of RSE at our school are to:

1.5 Provide a framework in which sensitive discussions can take place.

1.6 Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.7 Help students develop feelings of self-respect, confidence and empathy.

1.8 Create a positive culture around sexuality and relationships.

1.9 Teach students the correct vocabulary to describe themselves and their bodies.

1.10 Help students understand that healthy relationships are an important part of wellbeing.

2   Statutory requirements

2.1   Our policy follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

2.2   As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At St. Mary's School, we teach RSE as set out in this policy.

3   Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance.

- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.

- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.

- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

- Ratification – once amendments were made, the policy was published.

- Policy review – this policy will be reviewed in June 2022.

4   Definition

4.1   RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

4.2   RSE involves a combination of sharing information and exploring issues and values.

4.3   RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5   Curriculum

5.1   Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students.

5.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings; and
- How a baby is conceived and born.

It will:
i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan;
ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

5.4 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

6.1 Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by all our teachers and there is one lesson of PSHE a week taught by the Form teacher. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

6.2 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.3 For more information about our RSE curriculum, see Appendix 1 and our Curriculum Policy.

6.4 For more information about our Science curriculum, see Appendix 1 and our Curriculum Policy.

6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7 Roles and responsibilities

Staff & Governance

7.1   **PSHE Lead Teacher**

The person with responsibility for the overview and yearly evaluation of this policy is Marta Bakinowska. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2   **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3   **The Chair of Governors**

The Chair of Governors (Director of Education) will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4   **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

RSE is taught by:
Year 1 – Sarah Honke - PSHE and Science
Year 2 – Miss Bakinowska - PSHE and Science
Year 3 – Miss Wilkinson - PSHE and Ms Wild (Science)
Year 4 – Miss Dowling - PSHE and Ms Wild (Science)
Year 5 - Mrs Farnath and Ms Wild - PSHE and Ms Wild (Science)
Year 6 – Mrs Bodle – PSHE and Ms Wild (as part of the Science Curriculum)

8   Students
Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8.1   **Students with Special Educational Needs and Disabilities**
Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, St. Mary's School is mindful of preparing students for adulthood.

St. Mary's School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9   Parents' right to withdraw
9.1   If parents require more information on RSE for primary aged children, this is a useful information source of information for them:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

9.2   Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing to the Headteacher.

10   Training
10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.
10.2 The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11   Monitoring arrangements
11.1 The delivery of RSE is monitored by Marta Bakinowska, PSHE Lead through:
work scrutiny, lesson observations learning walks, etc.

11.2 Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum Map

Relations and Sex Education in PSHE lessons

Kapow Primary — RSE & PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	• Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships	• Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change	• Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping	• Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	• Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	• Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	• Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe	• The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education	• Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about	• Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	• Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education	• Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	• Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy	• Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health	• My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health	• Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health	• Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety	• What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Physical health concerns • Habits – positive and negative

Kapow Primary — RSE & PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	**Responsibility** • Rules • Caring for others: Animals • The needs of others **Community** • Similar, yet different • Belonging **Democracy** • Democratic decisions	**Responsibility** • Rules beyond school • Our school environment • Our local environment **Community** • Job roles in our local community • Similar yet different: My local community **Democracy** • School Council • Giving my opinion	**Responsibility** • Rights of the child • Rights and responsibilities • Recycling **Community** • Local community groups **Democracy** • Local democracy • Rules	**Responsibility** • What are human rights? • Caring for the environment **Community** • Community groups • Contributing • Diverse communities **Democracy** • Local councillors	**Responsibility** • Breaking the law • Rights and responsibilities • Protecting the planet **Community** • Contributing to the community • Pressure groups **Democracy** • Parliament	**Responsibility** • Human rights • Food choices and the environment • Caring for others **Community** • Prejudice and discrimination • Valuing diversity **Democracy** • National democracy
Economic wellbeing	**Money** • Introduction to money • Looking after money • Banks and building societies • Saving and spending **Career and aspirations** • Jobs in school	**Money** • Where money comes from • Needs and wants • Wants and needs • Looking after money **Career and aspirations** • Jobs	**Money** • Ways of paying • Budgeting • How spending affects others • Impact of spending **Career and aspirations** • Jobs and careers • Gender and careers	**Money** • Spending choices/value for money • Keeping track of money • Looking after money **Career and aspirations** • Influences on career choices • Jobs for me	**Money** • Borrowing • Income and expenditure • Risks with money • Prioritising spending **Career and aspirations** • Stereotypes in the workplace	**Money** • Attitudes to money • Keeping money safe • Gambling **Career and aspirations** • What jobs are available • Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						• What is identity • Gender identity • Identity and body image

Science curriculum content with links to RSE

Year group	Term	Brief outline of content
1	Autumn 1 - Ourselves	Changes as we grow. Names of body parts
2	Autumn 1 – Animal life cycles	Reproduction as part of life cycle, what we need to be healthy
3	Spring 1 – Animals including humans	Functions of the main body organs, reference to reproductive organs.
4	Summer 1 -Living things/habitats	Characteristics of different animal groups, including reproduction, the distinct features yet wide variety of mammals.
5	Summer 1– Life cycles and reproduction	Sexual and asexual reproduction Sexual reproduction in plants and animals Animals – invertebrates/ 5 vertebrate group – compare life cycles.
5	Summer 2 – Human reproduction	The human growth pattern – changes from birth to old age Puberty – biology (see note 1) Puberty – practical aspects (see note 2)
6	Spring 2 – Evolution and inheritance	Reproduction type /numbers/survival rate/gestation time/no. of offspring
6	Summer 2 – Recap on practical aspects of puberty (one lesson)	Pupils critique various information sources about puberty to get a recap of Year 5 content.

Note 1   Year 5: Communication to parents in advance, outlining content.
Note 2   Year 5: One lesson separate boys and girls chat session with a teacher

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

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