



St. Paul's Dorking

Church of England (Aided) Primary School

Relationships and Sex Education (RSE) Policy

Policy date: October 2020 Review date: ~~October 2023~~ October 2024

This review date has been further extended to allow for consultation with parent and staff, in light of new guidance

Introduction

This policy covers our school's approach to the teaching of RSE within our PSHE (Personal, Social, Health Education) curriculum.

It was produced through consultation with staff, governors the Guildford Diocese and parents and carers.

At St Paul's we believe that P.S.H.E (Personal, Social, Health Education) should resonate with our values and underpin our learning in the context of understanding ourselves and others. Establishing ground rules within PSHE learning, including RSE, fosters trust and respect by all class members. This will be the pre-requisite for our individual and group work.

We believe it is vital to empower our pupils with the knowledge, understanding, values and skills to enable them to recognise their own worth and develop respect for others within the school and wider community.

Current regulations and guidance from the Department for Education state that:

“Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.”

(ref ‘Relationships Education, RSE and Health Education’, Department of Education 2019)

At St Paul's we believe that Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships for life.

Moral and Values Framework

We teach RSE in the context of the school's aims and values framework. We believe that:

- it is part of a wider social, personal, spiritual and moral education process
- it should be taught in the context of family life, with the understanding that there are a broad range of experiences that children and young people have which we should be sensitive to. Teachers should know, understand and accept a wide range of family arrangements, for example second marriages, same-sex relationships, fostering, extended families and three or more generations living together.
- it is important to build positive relationships with others, involving trust and respect.
- our school values of **Respect, Perseverance, Compassion, Trust and Wisdom** are woven into learning and support effective teaching of R.S.E .

Aims and objectives

Our RSE teaching is an integral part of our whole school PSHE education provision and we aim to provide a graduated, age-appropriate programme emphasising the social and emotional aspects of relationships.

Education about relationships will focus on the building of self-esteem by encouraging learners to:

- value themselves
- form positive and healthy friendships and relationships
- respect others and their views, especially around the wide issue of consent
- recognise and understand the range of their own and others' feelings and emotions and be able to communicate them in healthy ways
- understand the importance of personal safety (including Online Safety) and be able to recognise safe and unsafe situations, as well as what to do or to whom to go when feeling unsafe
- understand the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth (From Year 4 onwards)

Content and Organisation

Relationships Education

The statutory guidance for Relationships Education states that by the end of Primary School, pupils should learn about:

1. Families and people who care for me

Pupils should know:

- 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.

(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)

2. Caring Friendships

Pupils should know:

- 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.

3. Respectful Relationships

Pupils should know:

- 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.

4. Online Relationships

Pupils should know:

- 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.

5. Being Safe

Pupils should know:

- 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.

Sex Education

In Science lessons in both Key Stages, teachers inform children about growth and change. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum programme of study for Science.

In the Foundation Stage and Key Stage 1 we teach children about how animals, including humans, move, feed, grow and have young. We also teach about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty and what menstruation is. We always teach this with due regard for the emotional development of the children.

For some of the teaching of RSE we use the Chris Winter '**Teaching R.S.E with Confidence in Primary Schools**' resources, from Year R to Y 6, which are recommended by 'Surrey Healthy Schools'. We have adapted some aspects of the scheme to enable it to meet our specific needs. All lessons have a clear structure and are age appropriate. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources.

The curriculum overview is as follows:

Reception: 'Our Lives'- 'Our Day', 'Keeping Ourselves Clean' and 'Families'

Year 1 : 'Growing and Caring for Ourselves' – 'Keeping Ourselves Clean, 'Growing and Changing and 'Families and Care'

Year 2 : ‘Differences’ – ‘Boys and Girls’, ‘Male and Female’ and ‘Naming the Body Parts’

Year 3: ‘Valuing Difference and Keeping Safe’- ‘Differences- Male and Female’, ‘Personal Space’ and ‘Family Differences’

Year 4 : ‘Growing Up’ – ‘Growing and Changing’, ‘What is Puberty?’ and ‘Puberty Changes and Reproduction’

Year 5 : ‘Puberty’ –‘Talking About Puberty’, ‘Male and Female Changes’ and ‘Puberty and Hygiene’

Year 6 : ‘ Puberty, Relationships and Reproduction’ – ‘Puberty and Reproduction’, ‘Understanding Relationships’, ‘Conception and Pregnancy’ and ‘Communication in Relationships’

We also use resources provided by the PSHE Association, as well as the SEAL (Social and Emotional Aspects of Learning) programme which is a nationally recognised framework and both are recommended by the Diocese. SEAL enables all year groups to consider the same themes but in an age appropriate way that develops as they move through the school

Teaching

We recognise that RSE must be accessible for **all** pupils including those with special educational needs or disabilities (SEND) and resources/ lessons will be differentiated accordingly.

RSE is delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

In Years 5 and 6 the School Nurse delivers some Sex Education lessons, supported by the class teachers. In those year groups we arrange meetings for all parents/carers of children to discuss the particular programme of lessons, to explain what the areas covered are, and how they are taught. We also offer the opportunity to see the materials and resources the school uses in its teaching.

The school recognises that many parents and carers will have spoken with their children about relationships and sex and that other parents may have found this less easy and rely more on the school to do this. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this, we:

- inform parents about the school’s RSE Policy and practice.
- answer any questions that parents may have about the sex education of their child.
- will notify parents when Relationships and Sex education will be taught to their children
- will provide an overview of the learning in each year group on our School website

From September 2020, parents **cannot** withdraw their child from any aspect of **Relationships Education** (which includes learning about the changing adolescent body and puberty)

Parents have the right to withdraw their child from any aspects of the **Sex Education** programme that we teach in school. This does not, however, apply to life processes covered in the Science National Curriculum. If a parent wishes their child to be withdrawn, they should discuss this with

the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parent in this regard.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that he/she may be a victim of abuse. In these circumstances the teacher will follow the school's Safeguarding procedures.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguard Lead (DSL) if they are concerned.

St Paul's believes that RSE should meet the needs of all pupils regardless of their developing sexuality and we should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and governors are informed about the RSE Policy, and that the policy is implemented effectively.

Links to other policies/ documents

This policy links to the following policies:

Teaching and Learning policy, Science policy, Equal Opportunities policy, Equality Statement, S.E.N.D policy, The PSHE & Citizenship policy, Anti-Bullying Policy, Drug and Alcohol Education Policy, Safeguarding Policy, SMSC policy (*pending*).

Documents that inform the school's RSE policy include:

- Equalities Act 2010
- Relationships Education, Relationships and Sex Education(RSE) and Health Education Statutory Guidance (Dept of Education 2019)
- Education Act 1996
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Monitoring and Review

The RSE curriculum will be reviewed annually by the Head Teacher, staff and PSHE subject leader.

The Governing body monitors the Relationships and Sex Education Policy on an annual basis during a Full Governing Body meeting.

The Governing Body are made aware of any changes that have been made to the policy and how this may impact on the curriculum.