



## Relationship and Sex Education (RSE) Policy

<b>Version</b>	1
<b>Date of latest version</b>	December 2020
<b>Date to be reviewed</b>	December 2021
<b>Changes:</b>	
None – new policy	

### Vision and Values

As a Christian School, we believe that the ethos of our school should be built on the foundation of our core Christian Values. The staff, children and Governors have agreed the following core values statement which will be promoted in school.

*'Our mission is to be a safe, caring, inclusive community where our core Christian values of Appreciation, Belonging and Compassion are recognised and developed. At our school everyone should feel valued and cared for. We encourage each other to have the faith to believe in our hopes and dreams so that we can become the best we can be.'*

These core values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society. We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

### 1. Aims

We undertake to follow the principles in the Church of England *Charter* for faith sensitive and inclusive relationships education, Relationships and Sex Education (RSE) and health education (RSHE).

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

## 2. Statutory requirements

As a Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of Sex Education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Ropley Primary School we teach RSE as set out in this policy.

## 3. Policy development

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

- Review –The PSHE lead pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Governor consultation- this included wider reading around RSE, the equality act, and debate around the Church of England’s guidance documents. Governors also had focused training from the Diocese on ‘Equalities’ in 2019.
- Parent/stakeholder consultation – The policy was made available to parents on the website for four weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our Curriculum is set out in in the table below. This will be reviewed and adapted as and when necessary. We have developed the curriculum taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by Jigsaw. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through Theme teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living week.

## Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  respect my body and understand which parts are private
	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private  tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow  express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up  recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty

	Puberty for Boys and Girls	
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies – Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

## 6. Delivery of RSE

At Ropley Primary School RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing and PE, and other aspects are included in Religious Education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance.

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

Our school follows the Jigsaw resource (endorsed by the PSHE Association) to deliver the non-statutory element of the RSE curriculum. 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, LGBT 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).

Parents will be consulted annually on the suitability of materials and resources used in the sex education programme. A letter will be sent home to parents one calendar month prior to starting the year 6 sex education programme together with a copy of the medium term planning and a synopsis of the videos used. The videos and resources used in the School will be made available to parents should they wish to borrow them to view at home.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and 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 safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and 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 will liaise with parents/carers on this issue to reassure them of the content and context.

## **7. Inclusion**

### **Equality**

Ropley CE Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

### **SEND**

At Ropley Primary School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

## **8. Roles and responsibilities**

### **The Governing body**

The governing body has delegated the approval of this policy to The Curriculum and Standards Committee and it will hold the Headteacher to account for the implementation of this policy.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

### **The Curriculum Leader**

The Curriculum Leader will:

- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- monitor pupil progress in this area;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

### **Pupils**

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

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. 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**

The delivery of RSE is monitored by the Lead for PSHE, Phase Leaders and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

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

This policy will be reviewed by PSHE lead and the Curriculum and Standards committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Body.