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**Longroyde Primary School**

**Relationships and Sex Education (RSE) Policy**

This policy is written with our school’s Curriculum Intent Statement in mind:

At Longroyde Primary School the curriculum is designed to: recognise children’s prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience, become creative, critical thinkers, form tolerance for diversity and develop key life skills for winning at life.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

We promote School Values and British Values to develop positive attitudes to learning and the society we live in; these reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions and learn new skills to enable the children to take an active role in events throughout the year. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, respect diversity and become lifelong learners.

*This policy supports and complements, or is supported by the following policies:*

Mission Statement

Philosophy and Vision/Direction Statement

Equal Opportunities Policy

Code of Behaviour Statement

Positive Behaviour and Rewards Policy

Anti-Bullying Policy

Religious Education Policy

Promoting British Values statement

LPS School Values

SEND Policy

Safeguarding Policy

Confidentiality Policy

Esafety/Cyberbullying Policy

PSHE Policy

Prevent Statement

Gifted and Talented Policy

LGBT Policy

Gender Identity Policy

GDPR Regulations

This policy covers our school’s approach to teaching Relationships and Sex Education (RSE) throughout school, through the PSHE and Science Curriculums. It should be read in conjunction with the PSHE and Science Policies.

It was produced by Sarah Mitchell and Emily Schofield (PSHE Coordinators) and Caroline Buchanan (Science Coordinator and Deputy Headteacher) following guidance from;

* the PSHE Association and the DfE regarding the New Statutory Objectives for Relationships and Health Education 2020 and including CPD training (Early Adopters’ Conference)
* advice from the Public Health in School Coordinator regarding our school’s eHNA,
* consultation with teaching staff
* consultation with parents at a Parental Information evening (January 2020).

It will be renewed or amended, as and when deemed necessary, according to the following criteria:

* consultation and discussion with teaching staff and pupils in school
* consultation with parents
* changes made to any guidance relating to the teaching of RSE within primary schools.

Parents will be informed about the policy through access to a hard copy physically available from the School Office, or via our website, and they are welcome to comment on the policy.

**What is Relationships and Sex Education (RSE)?**

RSE is taught through our PSHE and Science curriculums.

Implementation of Relationships Education is compulsory in Primary Schools from September 2020. Relationships Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school’s overall provision, Relationships Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.It is, in effect, a “curriculum for life”.

Relationships Education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, to identify and manage risk, make informed choices about their relationships, and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain healthy, respectful relationships, and better enjoy and manage their academic, personal and social lives in a positive and safe way.

Pupils’ Spiritual, Moral, Social and Cultural development (SMSC), their safety and wellbeing, and promoting respectful, positive behaviour, lie at the heart of Longroyde Primary School’s vision, ethos and values.

Sex Education is not compulsory in Primary Schools, but may be taught in an age and developmentally-appropriate way if a school chooses, with due regard for the DfE Relationships and Health Education Guidance. It should provide accurate information about the body, bodily changes as we grow up, reproduction and sex. It should give young people the understanding of the importance of positive, enjoyable, stable, loving and respectful relationships, and essential skills for building these. It is not about the promotion of sexual activity or orientation. We teach about human conception in Upper Key Stage 2 and the development of a baby.

**Aims and Objectives of RSE:**

Its three main elements are learning about and the development of

Attitudes and values

* To contribute to the spiritual, moral, social and cultural development of pupils
* To enable pupils to explore, consider and understand values and moral dilemmas

Personal and social skills

* To enable pupils to have respect for themselves and others
* To develop pupils confidence and self-esteem as they move from childhood through adolescence and then into adulthood
* To give pupils the skills and understanding they need to live confident, healthy and independent lives
* To give children an opportunity to develop and reflect upon positive relationships with peers and adults.
* To recognise and challenge stereotyping and other forms of negative behaviours.
* To help pupils to understand, express and manage the emotions and feelings which occur at puberty
* To give pupils the opportunity and confidence to ask questions in a safe and supportive environment.
* To understand appropriate and inappropriate behaviours and have the skills to deal and manage these.
* To learn to make informed, safe choices and the consequences of these
* To recognise how to stay safe

Knowledge and understanding

* To learn the importance and characteristics of strong, stable, supportive relationships as key building blocks of families, friendships, community and society
* To give pupils knowledge about how their bodies work, grow and change
* To give pupils knowledge about reproduction

**The importance of RSE**

Relationships and Sex Education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour.

It is essential for the following reasons:

* Article 17 of the UNCRC states the “children and young people have a right to information that is important to their health and well-being”
* It prepares young people for the challenges, opportunities and responsibilities in relationships and in adult life
* It impacts positively on pupils’ wellbeing
* Young people want to be prepared for the physical and emotional changes they undergo at puberty, and want to learn about relationships
* It plays a part in meeting schools’ safeguarding obligations

We believe young people have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives and to take responsibility for their health and well-being. We have a duty to protect our young people by addressing national and local health needs.

Children need to learn the knowledge and develop the understanding and skills before puberty so that they are fully equipped to deal with and manage issues related to sex and relationships. RSE should be age-appropriate and developmentally-appropriate as children develop at different rates. RSE is an important child protection measure and can encourage young people not to engage in potentially harmful behaviour and enable them to recognise this and how to get help.

**What will the content of RSE be at our school?**

RSE will take place in PSHE and Science lessons.

Statutory Relationships Education, taught in PSHE, comprises:

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| **Topic** | **Relationships Education** |
| 1 | Families and people who care for me |
| 2 | Caring Friendships |
| 3 | Respectful Relationships |
| 4 | Online Relationships |
| 5 | Being Safe |

Within Statutory Health Education in PSHE, we teach:

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| --- | --- |
| **Topic** | **Physical Health and Wellbeing Education** |
| 8 | Changing Adolescent Body |

Within non-Statutory Sex Education in PSHE we will teach about:

How conception takes place in humans

The specifics of what we will teach are:

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| --- | --- |
| **EYFS** (Please see appendix 1 for specific statements) | |
| **Science** | **PSHE** |
| **Physical development**:  Health and self-care  **Understanding the world:**  People and communities  The World | **Personal Social and Emotional Development**:  Making Relationships  Self -Confidence and Self awareness  Managing Feelings and Behaviour |

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| **Key Stage 1** | |
| **Science** | **PSHE** |
| **Animals including humans**   * Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense * Notice that animals, including humans, have offspring which grow into adults * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | * The characteristics of a healthy family life * Different kinds of family structures * The importance of respecting others * Courtesy and manners * Different types of bullying, its impact and how to get help * Improving and supporting respectful relationships * Showing due respect to others and expecting the same * That people may behave differently online * Applying same principles to online relationships as face-to-face relationships * How important friendships are * What healthy friendships are * How to judge if a friendship is making them unhappy |

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| **Lower Key Stage 2** | |
| **Science** | **PSHE** |
| * Describe the life process of reproduction in some plants and animal * Describe the changes as humans develop to old age * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | * Families are important for love, security and stability * Stable, caring relationships are at the heart of happy families * The importance of respecting others (including online when we are anonymous) * Courtesy and manners * Different types of bullying and how to get help * Responsibilities of bystanders (reporting bullying to an adult) * The importance of permission seeking and giving in relationships * Importance of self-respect * Showing due respect to others and expecting the same * The rules and principles of keeping safe online * The characteristics of friendships * What healthy friendships are * How to recognise who to trust/not trust |

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| --- | --- |
| **Upper Key Stage 2** | |
| **Science** | **PSHE** |
| * Describe the life process of reproduction in some plants and animal * Describe the changes as humans develop to old age * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. | * That marriage (including same sex couples) represent a legally recognised commitment * How to recognise if family relationships are making them feel unhappy or unsafe * About different types of bullying and how to get help * Key facts about puberty, including physical and emotional changes * About the menstrual cycle and menstrual wellbeing * The importance of respecting others * Showing due respect to others (including those in positions of authority) and expecting the same * The unfair, negative and destructive nature of stereotyping * The impact of bullying * How information and data is shared and used online * How to critically consider their online friendships and sources of online information * What healthy friendships are * Friendships have ups and downs and these can be worked through * Managing and resolving conflict, and how to seek help or support * How conception takes place in Humans * Y6 – Safe Transition to High School |

**Promoting School and British Values**

British Values and our School Values – resilience, community, tolerance, keeping safe, friendship, making a positive contribution, courtesy, kindness and respect – will be referred to and modelled regularly in school life to support the teaching and learning within our RSE curriculum.

**Our Intended Outcomes from our RSE programme**

Our pupils will be able to demonstrate that they have the knowledge and understanding to develop and maintain healthy positive relationships, make informed choices to keep themselves and others safe, and keep themselves healthy both physically and emotionally. They will have the knowledge and skills to deal with issues of physical and emotional changes during puberty. They will understand their rights as individuals and their responsibilities to themselves and others. They will respect the bodies, feelings, views and choices of others and know that they are entitled to the same. They will be able to reflect upon their learning and be well prepared to apply this to future situations. They will understand the difference between acceptable and unacceptable behaviour, and will know where to get help and support.

**Involving Pupils**

We will involve pupils in their learning by finding out their starting point through baseline assessment conducted in a variety of ways, such as, questionnaires, draw and write, discussion etc. We will also ask pupils to evaluate and reflect upon their learning and encourage them to ask questions. Our school’s Year 5 and 6 pupils participate in the Electronic Health Needs Assessment (eHNA) which informs us of pupils’ views.

**Responsibility for teaching**

The programme will be led by the PSHE and Science coordinators (Sarah Mitchell, Emily Schofield and Caroline Buchanan). It will be taught by class teachers and supported by Learning Support Assistants within class if required, along with the learning mentor (Miss Shields) if necessary. Further support may be given by other professionals such as school nurses or local health visitors, depending upon the needs of the children. If external professionals are used within school, they will be there to enhance not replace teacher-led learning. Their input will be planned with the teacher, who will provide the context, the school’s values, learning objectives and intended outcomes. Content of their planned input will be discussed first. Teachers will always be present if visitors are used.

Resources supporting our RSE provision are high quality, and most are accredited by the PSHE Association. They are thoroughly explored and regularly reviewed by teaching staff for suitability, relevance and age/developmental appropriateness.

RSE issues will be included in PSHE training for staff.

**How will RSE be taught at Longroyde Primary School?**

RSE has been incorporated into planning for PSHE throughout all year groups. It will also link closely with plans for Science. RSE should be taught to mixed ability, mixed gender groups.

The programme will be taught through a range of teaching methods, including class teaching, use of video clips, stories, scenarios, and written recording. Activities should encourage active and interactive learning, pupil participation, group activities and discussion.

Ground rules must be established at the start of every lesson, in order to provide a safe and supportive environment for discussion and questions, and establish clear parameters of what is appropriate and inappropriate in a class setting. Correct terminology will be used at all times, so as to ensure that learning and understanding is clear and that there are no misconceptions.

The Sex Education Forum [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk) has produced a guide for choosing and using resources, and the PSHE Association gives guidance on this also.

Please see PSHE and Science Policies for further information on how RSE is taught.

**Questions**

It is imperative that staff take into consideration the prior learning or readiness of the children before answering questions. However, it is important that children feel able to ask any questions that they wish and that their questions are valued and answered honestly.

We welcome pupils raising anonymous questions through the use of question boxes or “ask it baskets” where children can discretely and anonymously post questions that are important to them, if they are not comfortable to raise a question in an open setting.

Staff must, at all times, be conscious of the way that they react to a question and avoid being judgemental or shocked or make the child feel belittled by seeking an answer.

Staff must be prepared for challenging or difficult questions. They will need to consider whether the response should be individual and private, short and simple to the whole class, or whether it needs to be answered when the child is older and has the maturity to understand the answer.

Responses might include:

*“Good question…I’ll talk to you afterwards”*

*“That’s a bit beyond where we are, but will be covered further up the school”.*

*“I don’t know, but I will find out”.*

*“What do you think the answer is?”*

*“That is too personal and not appropriate for this lesson”.*

It is vital that staff feel able to ask the child to wait for an answer to a sensitive or difficult question in order to give them time to consult with the school’s leadership team or other colleagues.

If a member of staff is concerned about a question raised by a child, they follow the school’s Child Protection and Safeguarding policies (please refer to these).

**Ensuring a balance**

Whilst promoting values, we will ensure that the children acquire learning that will allow them to make their own choices.

We will ensure that children can explore a range of differing viewpoints, and will ensure that teachers do not promote their own individual viewpoints. We will remain impartial, giving clear, truthful and relevant information. At all times, we will be careful not to show judgement, shock or disapproval. We will encourage debate in a safe, supportive environment but ensure that this debate is sensitive to a range of views, with pupils respecting the rights of others to differing viewpoints.

**Assessing pupils’ learning**

We will assess pupils’ learning through formative and summative assessment.

Please refer to PSHE and Science policies for further information.

**Inclusion and differentiation**

All pupils will have equal access to our RSE programme and lessons will be differentiated according to different abilities, levels of maturity and personal circumstance, and taught in accordance with the pupils’ readiness. All children, regardless of their gender, ability, background, experience or identity are entitled to quality RSE. LSAs will work with individuals where required.

In all schools, by law, the religious background of all pupils must be taken into account when planning teaching of Relationships Education. This doesn’t mean not teaching some issues, but may mean particular care is taken over the framing of such issues, or additional time taken to ensure parents are clear about how issues are to be taught.

*See Equal Opportunities, SEND and PSHE policies*.

**Involving Parents and Carers**

We are committed to working with parents and carers. We will have Parent information evenings to inform parents of what is taught in our PSHE (including RSE) programme and how. One of these took place in January 2020, prior to the writing of this policy. This is also an opportunity to invite parents’ views. We will make the policies and schemes of work available on our website; this includes when different aspects are taught. We will be open to any discussion with parents if concerns arise. We communicate through letters about teaching upcoming subjects such as *Changing Adolescent Body* so that parents are informed and this can encourage discussion at home. We will do this in order for parents to be part of their child’s education, prepared to answer their children’s subsequent questions or simply talk together about their children’s learning.

**Right to Withdraw**

## From September 2020, Relationships and Health Education is compulsory and parents will not have the right to withdraw their child from any part of this curriculum. There is also no right of withdrawal from the compulsory Science curriculum.

If Sex Education is taught in Upper KS2 (Learning how conception takes place in Humans), there is a parental right of withdrawal. Legislation states that ‘*parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum*’.We will communicate to parents about when we are teaching this aspect of our curriculum and about their right to withdraw their children by the same letter. If a parent requests that their child be withdrawn, ***this must be made in writing to the Headteacher.***  We will ensure that withdrawn pupils go to another class with suitable learning materials. We will ensure that all children understand the right to withdraw, to protect the pupil from any possible negative reactions of their peers.

**Safeguarding /Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Care must also be taken for children deemed “at risk” who may require additional and sensitive support from the Learning Mentor or from Learning Support Assistants in class.

The staff member will inform the Designated Safeguarding Lead in line with the LEA procedures for child protection.

A member of staff cannot promise unconditional confidentiality if concerns exist, and must ensure that pupils know this. We can make sure that pupils know about sources of confidential help, such as GPs or an advice service. We will reassure pupils that their best interests will be maintained.

**Monitoring and Evaluation**

The programme will be monitored, evaluated and, if necessary, amended via staff meetings, parental and pupil feedback.

Parents are encouraged to discuss any aspect of the RSE programme at any time. Parents should refer firstly to the class teacher, then to Mrs Buchanan, Mrs Mitchell or Miss Schofield, then to Mr Fox and finally to the Curriculum Committee of the Governing Body. Feedback from issues raised should be given to parents as soon as possible.

**This policy has been produced by Mrs S Mitchell, Miss E Schofield (PSHE Coordinators) and Mrs C Buchanan (Science Coordinator and Deputy Head), in January 2020 and supersedes any previous policy.**

**Approved by Governors: See School Bus**

**Appendix 1: Early Years Foundation Stage Development Matters Statements**

**and Early Learning Goals relevant to SRE**

**Personal Social and Emotional Development: Making Relationships:**

**22-36 months**

* Seeks out others to share experiences
* Shows affection and concern for people who are special to them
* May form a special friendship with another child.

**30-50 months**

* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

**40-60 months**

* Initiates converstaions, attends to and takes account of what others say.
* Explains own knowledge and understanding, and asks appropriate questions of others.

**Early Learning Goal**

Children play cooperatively, taking turns with others. They take account of one anothers’ ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.

**Personal, Social and Emotional Development: Self-confidence and self awareness**

**22-36 months**

* Expresses own preference and interests.

**30-50 months**

* Confident to talk to toher children when playing and will communicate freely about own home and community.

**40-60 months**

* Confident to speak to others about own needs, wants, interests and opinions.
* Can describe self in positive terms and talk about abilities.

**Early Learning Goal**

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.

**Personal, Social and Emotional Development: Managing Feelings and Behaviour**

**22-36 months**

* Can express their own feelings such as sad, happy, cross, scared, worried.
* Responds to the feelings and wishes of others.
* Aware that some actions can hurt or ham others
* Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.

**30-50 months**

* Aware of own feelings, and knows that some actions and words can hurt others’ feelings.
* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
* Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
* Can usually adapt behaviour to different events, social situations and changes in routine.

**40-60 months**

* Understands that own actions affect other people for example, becomes upset or tries to comfort another child when they realise they have upset them.
* Aware of the boundaries set, and of behavioural expectations in the setting.
* Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

**Early Learning Goal**

* Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Physical Development: Health and Self-Care**

**22-36 months**

* Beginning to be independent in self-care, but still often needs adult support.

**30-50 months**

* Can tell adults when hungry or tired, or when they want to rest or play.
* Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
* Can usually manage washing and drying hands
* Dresses with help.

**40-60 months**

* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

**Early Learning Goal**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Understanding the world: People and Communities**

**22-36 months**

* Has a sense of own immediate family and relations
* Beginning to have their own friends.
* Learns that they have similarities and differences that connect them to, and distinguish them from, others.

**30-50 months**

* Shows interest in the lives of people who are familiar to them.
* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**40-60 months**

* Enjoys joining in with family customs and routines.

**Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Understanding the world: The World**

**22-36 months**

* Notices detailed features of objects in their environment.

**30-50 months**

* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Developing an understanding of growth, decay and changes over time.
* Shows care and concern for living things and the environment.

**40-60 months**

* Looks closely at similarities, differences, patterns and changes.

**Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.