



Northway Community Primary School

## Relationships and Sex Education (RSE) Policy

*(To be read in conjunction with the PSHE and Safeguarding policies)*



### Rationale and ethos

This policy covers our school's approach to the teaching and learning of **Relationships and Sex Education (RSE)**. The policy was produced by Mrs Harrison through consultation with SLT, the governing body and all members of staff. We believe RSE is vitally important for all our pupils and our school. Positive and healthy relationships underpin the ethos at Northway and support our pupils as they become well-rounded citizens. We view the partnership between home and school as vital in providing the context for our teaching and always strive to communicate our aims clearly.

### Relationships Education

Our school's overarching aim for pupils is to provide a rich and supportive 'Relationships Education' that fundamentally helps pupils to form and sustain healthy relationships. The delivery of our Relationships curriculum sits alongside our carefully designed Health curriculum, which focuses heavily on personal skills and attributes, self-efficacy, well-being and positive mental and physical health. Our Relationships curriculum compliments the ideals and values taught in Health Education.

Our Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, with particular reference to **friendships, family relationships, and relationships with other children and with adults**. Our Relationships Education starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are that can support them. From EYFS, pupils are taught how to take turns, treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact are vital concepts that are taught at primary level. These are the forerunners of teaching about consent, which takes place at secondary school. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, social interactions and negotiations.

From EYFS through to Y6, teachers explicitly talk about the features of healthy friendships, family relationships and other relationships that young children are likely to encounter. Teachers draw attention to these features in a range of contexts. This enables pupils to form a strong understanding of the features of relationships that are likely to lead to happiness and security. This also helps pupils to recognise any less positive relationships if they should encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Therefore, when teaching relationships content, we explicitly address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Our Relationships curriculum includes age appropriate teaching about how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways pupils might not expect.

When teaching about families, staff understand the need to be sensitive and make well-judged teaching points based on their knowledge of pupils and their circumstances. Families of all structures are represented in our teaching resources and the key message is that supportive families should provide a nurturing environment for children to grow in. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. All planning and teaching sensitively reflects the different structures of family support around children. All of the objectives in our 'Relationships Education' are taken from the statutory requirements set out in the DFE guidance, **Relationships Education, Relationships and Sex Education (RSE) and Health Education** document.

**See Appendix A for the statutory objectives set out by the DFE for Relationships Education in Primary Schools.**

## Sex Education

The Department for Education (DFE) has made 'Relationships and Health Education' compulsory in all primary schools from Sept 2020. The content set out in the DFE guidance covers everything that primary schools should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The science curriculum is compulsory in all primary schools and therefore the Department for Education (DFE) states that parents do not have the right to withdraw their children from any aspects of the science curriculum.

Sex Education is not compulsory in primary schools. However, the Department for Education (DFE) recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of its pupils. This is to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

At Northway, pupils in Year Five will be taught about puberty, including menstruation in a week-long project. This will cover all of the compulsory objectives that the DFE state must be taught from the science curriculum.

In Year Six, when the pupils have been immersed in a full curriculum around building positive relationships and have studied all scientific knowledge about reproduction and puberty, they will study, at an age appropriate level, sexual reproduction in humans.

### **The main objectives of this unit of work are:**

- human reproduction in the context of the human lifecycle
- how a baby is made and how it grows
- the roles and responsibilities of parents and carers
- that pregnancy can be prevented

### **By the end of the unit, we would like our Y6 children to be able to:**

- identify the links between love, committed relationships and conception
- correctly name male and female body parts associated with conception
- identify which parts of the body are related to conception
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
  - recognise the different responsibilities of parents and carers and how having a baby changes their life.

**The Medium Term Plans for RSE teaching sequence can be made available upon request from the PSHE leader, these contain detailed subject content. The PSHE learning overviews, which include the full coverage of our Relationships Education can be viewed online in the PSHE area of the school website.**

### **Cultivating an inclusive curriculum for all pupils, including pupils with SEND**

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiating all lessons and designing lessons that are current and intuitive to all the pupils' needs. Where appropriate, pupils with SEND may access the content of the curriculum on a one to one basis to ensure that the teaching is tailored to their specific needs. Through careful planning and careful selection of resources, we ensure RSE fosters gender equality and LGBTQ+ equality, fosters the British Values and embeds a culture of equality across all areas of school life. As part of being a Rights Respecting School, children are taught about their rights, responsibilities and respect. Several articles, in particular Article 3, 13

and 34, from the UNCRC have relevance to the teaching of RSE and underpin the core values that we are promoting.

The intended outcomes of our RSE is that pupils will:

- know and understand what a healthy relationship looks like and feels like
- understand they have a right to their own opinion and privacy
- understand they have a responsibility to seek the best for themselves and others
- develop the skills of empathy, decisiveness and discernment
- develop the attributes of self-efficacy, self-respect and self-confidence

### **Roles and responsibilities**

The RSE programme is led by Mrs Harrison (PSHE leader) and supported by Mrs Reardon (Y6 teacher), SLT and the governing body. All staff are expected to plan and teach RSE following staff CPD and team meeting support.

### **Legislation (statutory regulations and guidance)**

The Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

All of the teaching and learning in the programme of study for RSE at Northway is in line with the laws outlined in The Equality Act 2010, to ensure that all pupils and families are protected from discrimination, harassment and victimisation.

### **Policy Availability**

The policy is available to parents and carers through the school website and paper copies can be provided upon request via the school office.

### **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision. RSE is part of a spiral curriculum that has been mapped out across the school and is built on each year leading up to year 6, where pupils will leave our school fully prepared for the RSE curriculum taught in secondary schools. The knowledge, skills and attributes that are taught in RSE give the children the ability to make good judgements and become discerning citizens that are able to stay safe and form healthy relationships. The RSE curriculum has been carefully designed alongside the PSHE and Science Curriculum and can most effectively be taught in the carefully cultivated culture and open ethos that we have strived to achieve at Northway. As the spiral curriculum is built on from Reception, pupils will understand and respect the ground rules for discussion and understand the need to be respectful of sensitive issues and differing options, as these values have been instilled from the very start of the pupils' education.

An overview of the learning in each year group can be found in our Long Term Plans and on the PSHE Learning Overviews (see school website) The use of the interactive teaching programme '1decision' and tailor-made session plans carefully detail the full content of what will be taught and the high-quality resources that will be used. Planning ideas are derived from the PSHE association planning toolkit, 1Decision and the DFE RSE and HE guidance 2020. Staff CPD and team meetings are also delivered to support the planning and delivery of RSE. RSE is predominantly centred around the objectives from the Relationships Education statutory guidance. Some aspects are taught through the Science curriculum.

### **Assessment**

Teachers assess pupils' responses to the tasks set in planned activities as well as their response in other lessons and across the school day. RSE mini baselines are planned into each session so that the teacher can ascertain pupils' existing understanding at the start and end of each session and help to inform planning of future lessons. Ongoing assessment will be carried out within lessons, so teaching is relevant and current to the pupil needs.

### **Safe and Effective practice**

Staff are supported by the SLT and PSHE leader in every aspect of designing and delivering the curriculum. Both staff and pupils are aware that some questions may need to be raised anonymously or answered at another time to ensure well-being and safeguarding remain paramount to all that we do. Systems are in place in each class to do this.

### **Safeguarding**

Confidentiality for young people cannot and must not be guaranteed by staff. Any disclosures made during RSE lessons must be reported following the Child Protection and Safeguarding Policy. Visiting speakers must be carefully considered and adhere to our visiting speakers policy.

### **Engaging stakeholders**

We aim to build positive and supportive relationships with the parents/carers of children at our school through mutual understanding, trust and co-operation. In promoting this aim we:

- inform parents about the Sex Education curriculum and resources that will be used before it is taught;
- answer any questions that parents may have about Sex Education;
- take seriously any issues that parents raise about the arrangements for Sex Education in the school.
- make the RSE policy available on the website or provide paper copies upon request.
- allow parents/carers the opportunity to consult with staff when changes are made to the RSE policy.

Parents and carers of pupils at Northway have the right to withdraw their child from those aspects of Sex Education not included in the Science National Curriculum. They should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

**Parents and carers of pupils at Northway are welcomed to discuss the content of the Relationships Education, but there are no rights given from the DFE to withdraw their child from the compulsory Relationships Education.**

### **Monitoring, reporting and evaluation**

The PSHE leader will take responsibility for monitoring the teaching and learning in RSE. Every opportunity will be made to ensure that pupil voice and parental viewpoints play an influential part in adapting and amending planned learning activities and teachers will be encouraged to critically reflect on their delivery of RSE making it current and relevant to their pupils needs.