

Relationships and Sex Education (RSE) Policy

Aims and Intent

The Anthony Roper Primary School aims to promote the spiritual, moral, cultural, mental and physical development of all pupils

We teach RSE within the wider context of PSHE, which includes building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6. We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality, which prepares them for the opportunities, responsibilities and experiences of adult life.

We aim to provide a secure environment for pupils, where children feel safe and are kept safe, and feel comfortable to have sensitive discussions and ask questions. We ensure all staff are equipped to protect children and young people who are vulnerable or at risk, including those at risk of being drawn into terrorism or exposed to radicalisation.

The aims of relationship and sex education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Ethos and Values

At Anthony Roper Primary School Relationship and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

The school teaches RSE within the following moral and values framework based on the following principles:

- Provide a framework in which sensitive discussions can take place
- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.

- › The acceptance of the responsibility for and the consequences of personal actions.
- › The right of people to hold their own views within the boundaries of respect for the rights of others.
- › The right not to be abused by or taken advantage of by other people.
- › The right to accurate information about relationships.
- › The value of stable loving relationships.

Statutory Requirements

At The Anthony Roper Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DFE, Relationships Education at primary school will be compulsory by September 2020. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide comprehensive sex education but do need to teach the elements contained in the science curriculum. We plan to augment this with the elements of sex education aimed at Primary school pupils outlined in our scheme of work and agreed by the Governing Body.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The staff at Anthony Roper will be able to teach all the new subjects in accordance with school values and ethos while also having due regard to the guidance and being consistent with the requirements of the Equality Act 2010.

At The Anthony Roper Primary School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff and parents.

The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were consulted via email and were invited to make comments. The period of consultation was 14 days.
4. Ratification – the policy was shared with and reviewed by governors and approved by the full Governing Body.

Anthony Roper Relationship & Sex Education (RSE) Policy Statement

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

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

RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line.

We ensure **RSE** is inclusive and meets the needs of all of our pupils, including those with special educational needs and disabilities by giving careful consideration to the level of differentiation needed. In some cases the content and/or delivery will have to be adapted.

We ensure **RSE** fosters gender equality and LGBT and equality by guaranteeing that they are reflected positively through teaching and discussions within the school and the curriculum.

RSE is not about the promotion of sexual activity.

The RSE policy can be linked to the schools' mission statement and other policies.

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

Implementation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by the class teacher. This will be done within a safe learning environment and delivered by adults known to the children.

Teachers and pupils will agree ground rules by agreeing to show respect for all opinions expressed and will challenge any stereotypical, homophobic or disrespectful comments.

Topics will be distanced from individual pupils and staff by using generalised examples.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Evaluation

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

Anthony Roper Primary School will keep parents/carers informed of the RSE programme and consult if any changes are proposed.

Including

- Role of parents
- How informed and consulted
- Access to curriculum coverage
- Right to withdraw
- Confidentiality for parents

Parents and carers have an especially important role to play in RSE as they need to feel confident that the school's programme complements and supports their role. Curriculum coverage will be available for parents who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Roles and responsibilities

The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see Parents Right to Withdraw section).

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

Pupils

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

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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

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

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Issues

a) Managing difficult questions

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

b) What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All Staff will

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid the use of any slang.

c) Safeguarding and confidentiality

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named child protection coordinator who may or may not confer with the head teacher before any decision is made.

Monitoring arrangements

The delivery of RSE is monitored by Pauline Tuhey and the Leadership team through:

- Subject leader monitoring activities
- Teacher reflection
- Pupil conferencing
- feedback from staff and children.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body and Headteacher.

APPENDIX 1 PSHE and RSE - Curriculum Map

Year A

	WE'RE ALL STARS!	BE FRIENDLY, BE WISE	DARING TO BE DIFFERENT	DEAR DIARY	JOINING IN AND JOINING UP	LIVING LONG, LIVING STRONG
KS1	<ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices 	<ol style="list-style-type: none"> 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety 	<ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals? 	<ol style="list-style-type: none"> 1. RSE: keeping clean 2. RSE: growing and changing 3. RSE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal
LSK2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions 	<ol style="list-style-type: none"> 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety 	<ol style="list-style-type: none"> 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other 	<ol style="list-style-type: none"> 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising 	<ol style="list-style-type: none"> 1. RSE: differences: male and female 2. RSE: personal space 3. RSE: family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals
UKS2	<ol style="list-style-type: none"> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<p>LIVING LONG,LIVING STRONG/GROWING UP</p> <ol style="list-style-type: none"> 1. RSE: talking about puberty, hygiene and reproduction 2. RSE: male and female changes 3. RSE: relationships and reproduction 4. RSE: conception and pregnancy 5. RSE: being a parent 6. Common responses to change. 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising 	<p>BE FRIENDLY BEWISE</p> <ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid

	IT'S OUR WORLD	SAY NO!	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
KS1	<ol style="list-style-type: none"> Devising a class charter Getting to know each other Communities we belong to Saving energy around the school Recycling Pollution 	<ol style="list-style-type: none"> Drugs Ed: medicines Drugs Ed: household substances Drugs Ed: the dangers of smoking Drugs Ed: the dangers of alcohol Feeling safe: real and imaginary hazards Anti-bullying 	<ol style="list-style-type: none"> Why do we have money? Keeping money safe Can I afford it? Wants and needs What does it mean to be rich? Setting a simple goal 	<ol style="list-style-type: none"> Foods from around the world Customs and rituals Special day foods and celebrations How much chocolate do we eat? Where does chocolate come from? Fair trade principles 	<ol style="list-style-type: none"> Special people People who help us Feeling lonely Different kinds of families Difficult choices - leaving home People and places around the world 	<ol style="list-style-type: none"> RSE: differences: boys and girls RSE: differences: male and female RSE: naming the body parts Being unique Making change happen Changing our behaviour
LSK1	<ol style="list-style-type: none"> Devising a class charter Understanding rules and laws Saving energy (1) Saving energy (2) Climate change (1) Climate change (2) 	<ol style="list-style-type: none"> Drugs Ed: risk taking Drugs Ed: legal and illegal drugs Drugs Ed: effects and risks of smoking Drugs Ed: effects and risks of drinking alcohol Keeping safe in my local area: say no to gangs Anti-bullying 	<ol style="list-style-type: none"> Keeping track of my money Paying for goods Family expenses Planning and budgeting Charity work Fund-raising for charity 	<ol style="list-style-type: none"> The real cost of chocolate What is fair trade? Consumer power The media and information Advertising Recognising and challenging stereotypes 	<ol style="list-style-type: none"> Similarities and differences How we are all connected Living and working cooperatively Recognising and challenging prejudice Gender stereotypes Contributing to society – jobs people do 	<ol style="list-style-type: none"> RSE: growing and changing RSE: body changes and reproduction RSE: what is puberty? Wishes, hopes and dreams Positive change Unwelcome change
UPKS2	<ol style="list-style-type: none"> Devising a class charter Understanding democracy Environmental awareness and responsibility Climate change (1) Climate change (2) Sustainability issues 	<p>LIVING LONG/LIVING STRONG</p> <ol style="list-style-type: none"> RSE: talking about puberty, hygiene and reproduction RSE: male and female changes RSE: relationships and reproduction RSE: conception and pregnancy RSE: being a parent The concept of well being.. Role models 	<ol style="list-style-type: none"> Earning money Value for money Lending and borrowing money Achieving goals Deductions and expenses Poverty 	<ol style="list-style-type: none"> Rich and poor nations Trade across the world Global footprints Food shortages and hunger Fairness and responsibility Reporting the news 	<ol style="list-style-type: none"> National, religious and ethnic identities in the UK Different types of relationships Stereotyping and judgement Put-downs and conflict Ending friendships Forgiveness 	<p>SAY NO!</p> <ol style="list-style-type: none"> Drugs Ed: risk taking and dealing with pressure Drugs Ed: legal and illegal drugs Drugs Ed: say no to smoking Drugs Ed: attitudes to alcohol Keeping safe in my local area: say no to knives Anti-bullying

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 2: RELATIONSHIPS EDUCATION

- By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: PHYSICAL HEALTH AND MENTAL WELL-BEING - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Well-being	<ul style="list-style-type: none"> • That mental well-being is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyber-bullying) has a negative and often lasting impact on mental well-being • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues on-line

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle.

