



## RELATIONSHIP AND SEX EDUCATION (RSE)

In this policy the following members of staff are referred to:

TITLE	NAME
Head Teacher	Lucas Motion
PSHE Coordinator	Ramona Elvin

This policy sets out the aims, principles and strategies for the teaching of Relationship and Sex Education (RSE)

The aim of this document is to acquaint the Directors, Advisors, the teaching staff and parents and pupils about the purpose, nature and management of RSE at the School.

This policy is intended for the whole school, including children within the Early Years Foundation Stage (EYFS) setting. It has been developed in consultation with staff, pupils and parents:

Staff and parents are given the opportunity to look at the policy and make recommendations.

Pupil feedback is gained each year and is used to inform curriculum development.

The policy is reviewed annually and shared with the Board and is found on the School website.

RSE is seen as one aspect of a broad and balanced personal development programme, and as such it is linked to our PSHE policy.

### What is RSE?

It is lifelong learning about physical, moral and emotional development. It is about stable and loving relationships and respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is enabling pupils to understand the features of positive relationships that are likely to lead to happiness and security.

### **Statutory Requirement**

We provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We teach the elements of sex education contained in the science National Curriculum and when teaching RSE, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### **Moral and Values Framework**

Relationship and Sex Education (RSE) will reflect the values of the PSHE programme. RSE will be taught in the context of relationships.

In addition, RSE will promote self-esteem and emotional health and wellbeing and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Aims and Objectives**

- To help children to develop a clear understanding of their bodies, including the changes which have taken place since birth and those which will take place in the years ahead.
- To comply with statements relating to sex education in the Science curriculum concerning the reproductive processes in humans and animals.
- To develop skills in personal relationships and encourage pupils to move towards taking responsibility for themselves and their own well-being, physically, emotionally and socially.
- To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To provide a framework in which sensitive discussions can take place
- To give pupils an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To support the children's understanding of anti-bullying and child protection by using these lessons to reinforce appropriate and inappropriate behaviour in the context of different relationships.

## **Equal opportunities**

The RSE programme will be delivered in accordance with the School's Policy for Equal Opportunities. Resources and methods of teaching will be in line with the criteria set out in the **Equal Opportunities for Pupils Policy**.

The 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).

## **Organisation of the RSE programme**

### Coordination

RSE will be coordinated by the PSHE Coordinator in consultation with the Head teacher.

### Delivery

RSE is taught across the school with a particular focus in Years 5 and 6. Relationships will be covered regularly as part of the wider PSHE programme.

The following aspects of the curriculum relate to Relationship and Sex education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The aspects of RSE contained within the science curriculum will be taught alongside the rest of the agreed programme.

### Key Stage 1:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others, and treat others with sensitivity

### Key Stage 2:

- that the life processes common to humans and other animals include

- nutrition, growth and reproduction
- about the main stages of the human life cycle.

### Teaching and learning methods

Active learning methods, which involve the children's participation, will be used.

### Resources

Up to date, age-appropriate resources will be used, such as;

- Lesson plans and resources created by Medway in partnerships with the PSHE Association,
- DVD material (Channel 4: All about Us Living and Growing)
- Various books, available to the children in the library

### Parental consultation

Parents are made aware that the programme of study includes biological aspects of human development and reproduction, and the parents' meeting with class teachers at the beginning of the academic year or term gives an opportunity for staff and parents to discuss this issue.

The School specifically informs parents when aspects sex education programme are taught in KS2 and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of sex education, not included in the Science curriculum and alternative work would be set.

### Difficult questions

Sometimes children may ask explicit or difficult questions in the classroom. Teachers will use their professional skill and discretion before answering and if necessary deal with them later individually. Where appropriate, teachers will discuss the child's concerns with the parents. Any sensitive questions addressed to non-teaching staff (eg. lunchtime supervisors, TAs) should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed and appropriate action taken.

### Safeguarding

Safeguarding and child protection are paramount, and teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a child protection issue. If a teacher becomes concerned that a pupil is at risk, they must follow the School's safeguarding procedures.

The School has used the guidance, 'Sexual Violence and Harassment between children in Schools and Colleges' (September 2021) to ensure staff have the necessary knowledge and understanding to fulfil their duties effectively. Sexual violence and harassment are addressed as part of our broader, whole school approach; the children are taught about respectful and harmful behaviour in RSE

and PSHE lessons. Please refer to our **Child Protection Policy**, **Behaviour Policy** and **Anti-Bullying Policy** for further information about the School's approach.

#### Procedures for monitoring and evaluating RSE

The Board will approve the RSE policy, and hold the Head teacher to account for its implementation.

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of sex education.

Teachers are responsible for:

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

Teachers will also be required to evaluate their teaching programmes and feedback to the coordinator.

The teaching programme will be reviewed on an annual basis in meetings with staff taking in account feedback from parents and pupils. Teachers will be given necessary training and support to help them deliver the curriculum effectively.

### **The Review Of RSE Policy And Curriculum**

The teaching of RSE at the School is under constant review as we incorporate contemporary issues into the programmes of study, alongside regular curriculum modules, such as physical and emotional development.

Lucas Motion  
Head teacher  
September 2023

Review approved by Deborah Livsey CEO  
New Model School Company Limited  
September 2023  
Next review date: August 2024

### **Appendix 1: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>