

GAYTON PRIMARY SCHOOL



# Relationships and Sex Education (RSE) Policy

Approved by:

Local Governing Board

Last Reviewed on:

November 2023

Next review due by:

November 2024

## **Policy Statement**

### **Introduction**

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by the PSHE lead and SLT in consultation with teaching staff and then approved by the school governing body in January 2021. A consultation of parents happened in March 2021, where parents were provided with a draft overview of the curriculum and its aims. The final policy will be available to parents through the school's website and a paper copy can be made available by request.

### **Legal requirements of schools**

As of September 2020, revised statutory guidance from the Department of Education makes it a legal requirement for primary schools to deliver Relationships Education. Primary schools are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and draws on knowledge of the human life cycle, as set out in the National Curriculum for science. Health Education is also statutory in all schools.

### **Relationships and Sex Education at Gayton Primary:**

#### **Rationale and ethos:**

***'Positive Minds, Positive Futures'***

At Gayton, we seek to provide a well-balanced education, which will develop and extend the whole child, ensuring the highest standards of attainment and personal growth. Our six core values of friendship, respect, perseverance, truthfulness, compassion and courage underpin the personal, social and spiritual development of every pupil throughout the school. They are evident throughout all aspects of school life and are reinforced and celebrated within and outside the classroom.

RSE is a key element to our core values at Gayton Primary school and aspires to teach children about the emotional, social, moral and physical aspects of growing up. Within the wider PSHE curriculum, RSE teaches children how to be safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. It will form part of the building blocks that young people need to thrive in the modern world. We believe that by learning about the diverse world we live in and the cultural, religious and social diversity, our pupils will be empowered to live their life in all its fullness and be successful both in school and beyond.

#### **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education programme. We use the CORAM SCARF curriculum for all year groups and follow this as our long-term PSHE coverage. Some aspects of RSE will also be taught through the science curriculum. The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship, which coincide well with our school values. Our curriculum seeks to promote positive behaviour, good mental health and well-being, resilience and achievement, online safety and healthy and safe relationships. It also provides children with the tools, skills and attributes to make sense of media messages, challenge extreme views and be able to negotiate and assert themselves now and in the future.

To better embed the programme into our school life, the half-termly SCARF units have been matched to our celebrated whole-school value. Each half-termly unit will also be carried out at the same time by each class, following a spiral curriculum design. The children will therefore re-visit and build on every unit of work each year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibility	Being my best	Growing and changing

Primary/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>F2</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe Keeping healthy Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

SCARF covers all statutory requirements for RSE and has been matched with the PSHE Association's Programme of Study recommended learning opportunities. In addition to this, it also provides children with some non-statutory content, such as economic well-being, which will further enhance the children's personal and social development.

Classes will be taught weekly in whole class groups, and when appropriate in split groups or small groups.

When setting up any lesson that deals with potentially sensitive subjects, it will be essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

To ensure a safe learning environment, all classes will follow a code of conduct for PSHE lessons, using the acronym 'ROCK' (*Respect, Openness, Confidentiality, Kindness*). Distancing techniques, such as using stories and role-play scenarios of real situations but with fictional characters and storylines, will also be utilised. Furthermore, each class will have an 'ask-it-basket' to allow children to ask questions anonymously either before, during or after the lesson.

Our PSHE subject lead, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In event of such disclosure, teachers will consult with the designated safeguarding lead and follow the school's safeguarding procedure.

## **What is being taught?**

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

**Unit 1:** Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

**Unit 2:** Valuing Difference: a focus on respectful relationships and British values;

**Unit 3:** Keeping Myself Safe: looking at keeping ourselves healthy and safe

**Unit 4:** Rights and Responsibilities: learning about money, living the wider world and the environment;

**Unit 5:** Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;

**Unit 6:** Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

### **Monitoring and reporting**

Following the guidance of PSHE Association, it is evident that assessment in PSHE and RSE education should not be about levels and grades but about ipsative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries and set syllabus, which would be inappropriate for PSHE. Monitoring of lessons and standards will be evident in class floor-books, which also promote and celebrate the children's learning. To ensure that students are making progress and for teachers to evaluate the effectiveness of that the delivery of the curriculum, we can access the SCARF 6 half-termly units and assessment opportunities.

### **How the delivery of the content will be made accessible to all pupils**

The curriculum choice ensures that RSE is relevant to our pupils and setting. As consistent with equal opportunities procedures, where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of our society. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected. The curriculum ensures that the RSE programme has opportunities for both boys, girls and those identifying as transgender to access lessons equally and respectfully. The curriculum covers a variety of ethnic, religious (alongside our R.E curriculum) and cultural topics to enhance pupil understanding and promote respect and understanding for the views of different ethnic, religious and cultural groups. The SCARF curriculum covers a variety of home and family situations to increase awareness, respect and understanding of various home situations. These are acknowledged and discussed throughout the whole school journey.

The curriculum also acknowledges that on average 5% of pupils will define themselves as gay, lesbian or bisexual. Pupils may also have family members or friends who define themselves as these. These choices will be acknowledged in a sensitive, honest and balanced manner in order to promote a respect and understanding of these choices.

As within our wider curriculum, all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons. The teaching of RSE will be delivered at an age-appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

## **Parental concerns and withdrawal of students**

We work closely with parents to ensure that they are fully aware of what is being taught in PSHE. Parents were asked to contribute to the consultation period regarding introducing the new approach to RSE and PSHE within the school from March 2021. This was done in a public consultation where parents were able to openly ask questions and privately voice concerns. Long-term plans and coverage were shared with families to ensure that they are aware of topics being covered and enable them to contribute to the development of values and attitudes respectful to their own family beliefs. Sample lesson material has also been made available to them.

When delivering RSE, parents have the right to withdraw their child from sex education but not the relationships elements of the new curriculum as outlined by the DfE (2019). Parents also do not have the right to withdraw their child/ren from the science curriculum. In line with our SCARF curriculum, sex education has been interpreted to include puberty, conception, reproduction and birth. Puberty is statutory under Health education and National Curriculum science, along with birth and reproduction. Conception has been interpreted as what happens before an egg and sperm meet (reproduction) and therefore sexual intercourse and IVF are included in our Year 6 'Making Babies' lesson.

Before teaching Sex Education, information will be shared with families upon the content of the curriculum and information regarding withdrawal will be shared. Should a child be withdrawn from the lessons they will be given work appropriate to their age group and be invited to sit within another classroom for supervision purposes. Before granting such a request however, the Headteacher will discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

## **Sources of Further Information**

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)