

HEATHER PRIMARY SCHOOL'S RSE POLICY



This relationships and sex policy covers Heather Primary School's approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed every 2 years, or sooner if the RSE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

Parents will be informed about the policy through RSE consultation events, referencing in the school prospectus and can access a copy by following a link from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any parents that require the policy in an alternative format to meet their individual needs and ensure equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is delivered to compliment the wider ethos, values and principles of our school. Our school's overarching aim is to promote high achievement and learning for life for all children so that they will:

- Enjoy lifelong learning.
- Achieve high standards in all areas of the curriculum.
- Develop their individuality in creative, physical and spiritual areas.
- To develop confident, caring, enquiring individuals prepared for the future.
- Gain advanced technical skills and apply them appropriately.
- Be able to work independently and collaboratively.
- Have a developing respect for others by awareness and understanding of the wider community both in the UK and the world.

RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSE lessons. These are as follows:

- Be accurate and factual;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of character skills to support healthy and safe relationships and ensure comfortable communication;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society including peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of a spiral curriculum that is delivered in every year group in school, reflecting the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and help within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident teachers;
- Be provided within a safe, democratic and empowering learning environment based on the principle that prejudice, discrimination and bullying are not tolerated.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing now and in the future.

The RSE curriculum has been designed to ensure that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that encompasses traditional and emerging issues to address relevant challenges, including those identified by pupils. Consultation with pupils will be conducted on a regular basis to support reviews of the curriculum to ensure it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach to meet both (1) the requirement that maintained primary schools cover the elements of sex education contained in the science curriculum and (2) The Equalities Act, 2010. It is important to teach RSE through a 'spiral curriculum'. This means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions. RSE will support the school's commitment to safeguard pupils through a curriculum that prepares them to live safely in the modern world.

Our intended RSE curriculum is detailed on the next page, but may vary in response to emerging public health issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complimented by themed assemblies, topic days and cross curricular links. The RSE programme will be led by the headteacher and taught by the relevant class teachers, supported by school nurses, visitors and outside agencies as appropriate. Key members of staff have received specialist training to ensure that pupils receive clear and consistent approaches to RSE throughout their time at Heather Primary School.

RSE will be taught through a range of teaching methodologies, including drama, discussions, individual private reflection, quizzes and fact finding, attitude spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse, reducing barriers to learning. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Heather Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all pupils have equal access to our RSE curriculum. Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances including sexual orientation, gender identity, faith or culture and that of their family, friends and the wider whole-school community in accordance with the school's inclusion policy.

At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they judge to be age- and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question.

FS/KS1	Note: All of the work in FS and KS1 in Science, PSHE and Protective Behaviours lessons underpins this spiral curriculum in KS2						
Year Group	The Protective Behaviours programme underpins and runs parallel to this work in KS2	Me and my feelings	Me and my body	Me and my relationships	Me and my beliefs	Me and my rights and responsibilities	Me and asking for help
Y3		Recognise their strengths and set high aspirations and goals (self-esteem).	About growing and changing and taking care of their body.	To recognise different types of relationships	To recognise and challenge stereotypes	Understanding that they have the right to protect their body from inappropriate and unwanted contact.	The concept of keeping something confidential or secret, and when it is right to break confidence and share a secret.
Y4		To recognise that they may experience conflicting emotions how to listen to and overcome these. To recognise and respond to a wide range of feelings in others.	How the body changes as it starts to approach puberty, and an introduction to reproduction	To judge what kind of physical contact is acceptable or unacceptable within a range of relationships, and how to respond	That differences and similarities between people arise from a number of factors inc. family, age, sex, gender identity and sexual orientation.	That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to; the legal age to make that commitment; that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.	To recognise when they need help and to develop the skills to ask for help; to resist the pressure to do something dangerous or that makes them feel anxious or that they think is wrong.
Y5		How their emotions may change as they approach and move through puberty	How their body will change as they approach and move through puberty	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships.	Difference between the terms associated with sex, gender identity and sexual orientation.	Strategies for keeping safe online; protecting personal information including images of themselves and others.	How to manage accidental exposure to explicit images and upsetting online material, including who to talk to if they feel upset or are concerned about what they have seen.
Y6		To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	Revision of puberty and understanding human reproduction	To realise the nature and consequences of discrimination inc. the use of prejudice based language.	To know that some cultural practices are against British law and universal human rights such as FGM. That FGM constitutes abuse, and is a crime	To know how to make healthy and safe choices about their own bodies and physical contact with others.	Asking for help: developing the confidence and skills

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also be aware of and sensitive to any pupil's specific context or needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The most effective RSE is based upon a collaboration between school and home. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers and review the resources being used, as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- SEND/Inclusion
- PSHE
- Safeguarding/Child Protection
- Teaching and learning

Adopted by the governing body on: [DATE]

To be reviewed on: [DATE]