



Faith Courage Love

**Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.**

Relationships and Sex Education (RSE) policy

Faith - Roecliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Roecliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

What are we aiming to do?

Roecliffe CofE. Primary School aims to provide a programme of RSE that follows the national guidance and legal requirements as set down in the Learning and Skills Act 2000 and the DfE RSE Guidance 2000, within the ethos of a Christian school.

Roecliffe CofE. Primary School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learn in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- to ensure that all children:
 - o develop confidence in talking, listening and thinking about feelings and relationships.
 - o develop their self-esteem and sense of responsibility.
 - o are able to name parts of the body and describe how their bodies work.
 - o are prepared for puberty.
 - o can protect themselves and ask for help and support.

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health and Citizenship Education (PSHE) curriculum, and will be delivered through discrete PSHE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

We deliver a 'spiral curriculum' of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. Through cross-phase liaison we ensure a consistency of approach and progression for all pupils.

How is RSE provided?

A planned, progressive programme of RSE gradually and appropriately begins to prepare young people for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that they will experience as they grow and mature into healthy, confident and responsible adults.

In line with national recommendations, RSE at Roecliffe CofE Primary School is delivered through the PSHE and Science Curriculum. RSE is taught to each year group, starting in Reception and is generally delivered by class teachers, although support from outside agencies with specialist health education skills may also be used. Information will be delivered with an accepting, honest and non-judgemental approach, which enables young people to contribute, and as deemed age-appropriate. We ensure that the contribution of any outside professionals is integrated into the school's overall program, and their messages are consistent with the school's approach and ethos.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We encourage children to self-assess their own learning, as in other aspects of the PSHE curriculum, and use this information to help evaluate the effectiveness of the programme.

RSE at Roecliffe Primary School will cover the following areas:

Attitudes and Values

- Learning about the values of family life and stable relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on understanding of differences and with the absence of prejudice
- Providing opportunities for young people to develop the ability to understand the consequences of their decision and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles and tolerance of alternative lifestyles
- Physical development
- Emotions, relationships and reproduction

Teaching and Learning including Delivery of the Curriculum

We teach Sex and Relationships Education discretely. However, some relationship aspects are covered throughout our curriculum, and some of the biological aspects are covered in Science. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The school's approach to RSE consists of:

- The taught National Curriculum Science Programme of Study
- RSE objectives covered within each Key Stage through the PSHE themes; 'Me and my relationships'. This theme is taken from the North Yorkshire Scheme for PSHE which informs long-term planning for PSHE across KS1 and 2.
- The use of the online video resource 'Busy Bodies' to support teaching about puberty and conception in Year 5 and 6
- Pastoral support for pupils who experience difficulties
- Circle Time discussions and activities
- Occasional use of assemblies, story-telling and sharing to support teaching.

In line with the RSE DFE guidance, the following areas will be taught sequentially at Roecliffe Primary following the 'Me and my relationships' theme in the PSHE curriculum. Early years In Early Years the school follows the statutory framework for Early Years

Foundation Stage (EYFS).

This includes:

- Making relationships
- Managing feelings and behaviour
- Health and self-care
- Self-confidence and self-awareness Children are also exposed to positive gender roles ensuring these are not stereotyped.

Year 1:

- I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences.
- I know that family and friends should care for each other and families can give love, security and stability.
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.
- I know the names for the main body parts (including external genitalia) and why it is important to keep them private.
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.

Year 2

- I know the characteristics of a healthy family life and the importance of caring for each other and spending time together.
- I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help.
- I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change. • I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age).
- I understand the importance of valuing one's own body and recognising its uniqueness.
- I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls.

- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)

Year 3

- I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline.
- I understand that relationships both on and offline may change over time and how to ask for help if this makes me unhappy.
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.
- I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.
- I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care.
- I understand that it is OK to be different to others.
- I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring

Year 4

- I feel good about myself and my body and having an understanding of how the media presents 'body image'.
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body.
- I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people.
- I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships.
- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out

Year 5

- I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation.
- I know the ways in which children grow and develop in puberty – physically and emotionally.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship

Year 6

- I understand the physical and emotional changes I will go through at puberty.
- I can look after my body and health as I go through puberty.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

- I know about human reproduction including conception.
- I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers).
- I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships).
- I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships).
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline.

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of growing up. Therefore, before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

Confidentiality We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection Policy.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the subject leader

They will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the headteacher.

Children with SEND

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional education needs are properly included in RSE. This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND, especially if the pupil has a very low mental and or emotional age.

Monitoring and Evaluating the Policy

Teacher assessment, pupil voice and parental feedback will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.