Oakridge Parochial

Relationships & Sex Education (RSE) Policy

October 2020

Reviewed 2021

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1. Context

Our children learn about relationships and sex from the very youngest age, even if we don't talk directly with them about it. A child's learning about relationships and sex will primarily come from their parents or carers, and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme (and Health Education programme – see Appendix C) will complement their role and support them in the education of their child in this important area.

The school will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all our children.

With this in mind, the school has consulted widely, including with parents, sharing with them the draft RSE policy and where we hope to take the next curriculum.

As a Church of England school RSE (and Health Education) will be consistent with the school's Christian ethos and values and commit to the following principles:

- To work in partnership with parents and carers.
- To be delivered professionally and as an identifiable part of PSHE.
- That RSE (and Health Education) will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.
- To seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.
- To promote healthy resilient relationships set in the context of character and virtue development.
- That RSE (and Health Education) will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.
- To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.
- To seek pupils' views about RSE (and Health Education) so that the teaching can be made relevant to their lives.

2. Links to Other Policies

Bisley Blue Coat & Oakridge Parochial Primary Schools will consider Relationships and Sex Education (RSE) when developing other policies. For example:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour and Rewards
- Children in Care
- Complaints
- Confidentiality
- Data Protection
- Drug Education
- Emotional Health and Wellbeing
- English as an Additional Language
- E-safety and Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Pastoral Care
- Personal, Social, Health and Economic Education (PSHE)
- Public Sector Equalities and Equality Objectives
- Pupil Premium
- Safeguarding and Child Protection
- Safer Recruitment
- Separated Parents
- Special Educational Needs Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Transition
- Whistleblowing
- Young Carers/Young Ambassadors

A selection of these policies can be found on the schools websites.

3. What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Bisley Blue Coat & Oakridge Parochial Primary Schools will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

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

Please see Appendix A for further detail of content.

4. Why RSE?

The overall aim of the school is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2021 sets out that all schools should ensure children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum, and our RSE curriculum at Bisley Blue Coat & Oakridge Parochial Primary Schools is key to this provision.

This may include covering relevant issues through Relationships Education (from 2020) and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education.

5. Statutory Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools however puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Bisley Blue Coat & Oakridge Parochial Primary Schools, we link this work in science to our PSHE curriculum around health and relationships and respond to our children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

The Physical Health and Mental Wellbeing aspects of the Regulations are taught throughout the curriculum. A summary of this can be found in Appendix C.

6. Equal Opportunities

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Bisley Blue Coat & Oakridge Parochial Primary School's approach to RSE, in line with our equality statement and objectives, will take account of:

6.1. Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

6.2. Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

6.3. Sexuality

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist actions or bullying.

6.4. Special educational needs

We shall take account and teach awareness of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

7. Whole School Approach

7.1. Teaching staff

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

7.2. Non-teaching staff

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

7.3. Governors

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and will review the policy in line with the schools' collective ethos, vision and strategy.

7.4. Parents/carers

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leaders would be willing to work with them at any point, However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated in section 3 above, they may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

7.5. Outside agencies and speakers

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

7.6. Pupils

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views and requirements will be central to developing the provision.

8. The Taught RSE Programme

We follow the GHLL (Gloucestershire Healthy Living and Learning) Primary RSE scheme of work, which is a graduated, age-appropriate programme. There are four key lessons in each year group, from Reception to Year 5, with five lessons in Year 6. Some further elements of RSE are taught through other areas of the PSHE programme and some through science. The four key lessons in each year group are delivered as a discrete unit within our wider PSHE curriculum. Some further elements of RSE are taught through other areas of the PSHE programme and some through science.

8.1. A: By the end of KS1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

8.2. B: By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations

- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online

8.3. The main RSE programme

The main RSE programme will be taught within PSHE lessons. With four key lessons per year group, from Reception to Year 6, it is delivered as a discrete unit within our wider PSHE curriculum. In addition, certain biological aspects will be taught through science lessons and further elements of RSE will arise in other areas of the curriculum.

Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

8.4. Ground rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher nor pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.
- *Please see **Appendix B** for classroom ground rules*

8.5. Answering difficult questions

When delivering the RSE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small

groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Bisley Blue Coat & Oakridge Parochial Primary Schools we believe that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader

8.6. Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

9. Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leaders. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

10. Confidentiality and Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence.

Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

11. Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

12. Policy Review and Development Plan

This policy will be reviewed regularly, and any revisions will be brought to the Governors for their approval.

Appendix A

Department for Education 2019

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Requirements of Relationships Education by the end of Primary School

(Pgs 20-23 of Guidance)

Families and people who care for me

Pupils should know

• 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

Pupils should know

• 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.

**Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

Respectful relationships

Pupils should know
• 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

Pupils should know
• 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

Pupils should know
• 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 B

RELATIONSHIPS
& SEX EDUCATION

Ground Rules for RSE





No one will be expected
to answer a personal question



No one will be forced to take part in a
discussion; everyone has the right to opt out

Only the correct names for
body parts will be used



The meanings of words will be
explained in a sensible and factual way

Everyone will listen and respect each other

Other people's secrets are
not ours to share



Appendix C

Department for Education 2019

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Requirements of Physical Health & Mental Wellbeing by the end of Primary School

(Pgs 32-35 of Guidance)

Mental wellbeing

Pupils should know

• that mental wellbeing 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 of words 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 cyberbullying) has a negative and often lasting impact on mental wellbeing.

• 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 wellbeing 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

Pupils should know

• 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 online.

Physical health and fitness

Pupils should know
• 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

Pupils should know
• 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

Pupils should know
• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know
• 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

Pupils should know:
• 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

Pupils should know:

• 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.