

	<h2 style="text-align: center;">South Bersted CE Primary Policy for Relationships and Sex Education (RSE)</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Annually
Policy approved by Governors	Autumn 2023
Date of Review	Autumn 2024
Member of staff responsible	Deputy Headteacher
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

### Introduction:

Our school vision is based on John 10:10 *'Life in all its Fullness'* and focuses on educating the whole child. We encourage learners to develop the skills needed to *'become lifelong learners,'* through *'enriching children's moral and spiritual development in a safe, secure and nurturing environment;'* we aim to equip children with the skills they need to become *'21<sup>st</sup> century global citizens'* and RSE is an essential part of this curriculum. Effective RSE teaching enables children to develop the skills needed (both as they grow up and in adulthood) and enables them to embrace the challenges of creating a happy and successful adult life. Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Church of England encourages Relationship and Sex Education to be placed in the context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships. When learning about diversity in relationships education, Valuing All God's Children notes the importance of educating children on a variety of relationships to help combat homophobic, biphobic and transphobic bullying in both primary and secondary schools. It promotes an inclusive school vision, giving pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools, every child should be revered and respected as a member of a community where we are all known and loved by God.

Our RSE curriculum has been developed in consultation with staff, governors, parents and children and is based on advice and guidance from:

- The PSHE Association
- The DFE February 2019 Guidance for RSE
- NSPCC Guidance and Resources
- Principles of good RSE 2017
- Valuing all God's Children 2019
- The Church of England's Response to Consultation on RSE and Health Education 2018

We aim to deliver a curriculum that:

- Ensures RSE is an identifiable part of the PSHE curriculum which has planned and timetabled lessons across both KS1 and KS2,
- Is taught by trained staff,
- Works in partnership with parents and carers, informing parents about what their child will be learning and about how they can contribute at home,
- Delivers lessons where children feel safe and encourage participation by using a variety of teaching approaches with opportunity to develop critical thinking and relationship skills,
- Is based on reliable sources of information including about the law and legal rights, distinguishing between fact and opinion,
- Promotes safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of pupils, including friendships, families and safe relationships, including online relationships,
- Gives a positive view of human sexuality, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their ages and maturity,
- Gives pupils the opportunity to reflect on values and influences (such as from peers, media, faith and culture) that may shape attitudes to relationships and sex and nurtures respect for different views,
- Includes about learning about how to get help when needed,
- Fosters gender equality and equality of LGBT+ (lesbian, gay, bisexual, trans) and challenges all forms of discrimination,
- Meets the needs of learners including those with SEND, disabilities and EAL,
- Seeks pupil’s views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as needs change.

These 12 points are based on research and evidence by the ‘Principles of Good RSE 2017’ and are supported by a number of other organisations (NSPCC, The Children’s Society, Barnardo’s, NCB and the Sexual Health Forum)

At South Bersted Church of England School, pupils come from varied social backgrounds, differing faiths and both single and dual families. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and allow such children to feel a sense of great worth and importance. The Sex and Relationship Education (RSE) programme provided at the school will promote the spiritual, moral, cultural, mental and physical development of pupils; preparing them for opportunities, responsibilities and experiences of adult life.

**Keeping Children Safe in Education**

KCSiE 2022 updates made numerous references to the curriculum. One section alone is entitled, ‘Opportunities to teach safeguarding’ for example, which can be found on page 33. The school aims to deliver a curriculum that meets the expectations outlined in KCSiE. Please note there were no further RSE curriculum updates from KCSiE 2023

Paragraph 126	Curriculum planning should be part of a whole school safeguarding approach – this should include staff training (CPD).
Paragraph 130	<p>The curriculum should provide preventative education –</p> <ul style="list-style-type: none"> <li>• preparing pupils for life in modern Britain</li> <li>• Creating a culture of zero tolerance (sexism, misogyny, homophobia, biphobic, sexual violence/harassment)</li> <li>• Underpinned by a clear set of values and standards</li> <li>• Regularly timetabled and reinforced through the whole curriculum</li> <li>• Fully inclusive</li> <li>• Age and stage of development appropriate (especially when considering pupils with SEND and/other vulnerabilities)</li> </ul>
Paragraph 136	Online safety should be a “running and interrelated theme” with the curriculum.

Paragraph 204	LGBT inclusion is part of the statutory RSHE curriculum.
Paragraph 557	The curriculum should undergo regular review. <ul style="list-style-type: none"> <li>• Is the curriculum responding to and/or addressing needs?</li> <li>• Is the curriculum reflective of the vulnerabilities/concerns?</li> </ul>

## Roles and Responsibilities

The RSE program will be taught by the class teacher, no supply or visiting teachers will lead the teaching of PSHE or RSE. The curriculum will be overseen by the PSHE Subject Leader and will be monitored by the Headteacher and Governing Body. Teaching staff will receive resources, training and planning to support them in the delivery of RSE and parents will be invited to a workshop before the teaching block commences to be shown the planning, resources and be given strategies to support from home. Parents will be given the opportunity to withdraw their child from the Sex Education element of the RSE curriculum that is not part of the 2014 National Science Curriculum. Parents are not able to withdraw from the relationship element of RSE as this is statutory for primary and secondary schools from 2020.

## Framework for Sex and Relationships:

The National Curriculum, 2014, sets out the legal requirements of Science for Key Stages 1 and 2.

Relationships Education (KS 1 and KS 2)	Relationships Education (KS 3 and KS 4)	Health Education (Key Stage 1 – 4)
<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful relationships including friendships</li> <li>• Online and media</li> <li>• Being safe</li> <li>• Intimate and sexual relationships</li> <li>• Sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Physical fitness</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> <li>• Basic first aid</li> <li>• <b>Changes to the adolescent body.</b></li> </ul>

Other areas referred to as Sex Education;

Science;

- main external body parts
- the human body as it grows from birth to old age (including puberty)
- reproduction in plants and animals.

***Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.***

## South Bersted's Curriculum

### EYFS

- Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1

- Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.
- In RE and PSHE, 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.
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

## **Key Stage 2**

- In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction.
- They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.
- Across both Key Stages, pupils are taught about the importance of e-safety and how to stay safe when using the electronic devices including cameras, smart phones, computers and tablets.

## **By the end of Primary Education**

### **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

### **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, for example family, school or other sources

<b>Objectives by Year Group</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Recognising feelings in self and others; sharing feelings</li> <li>• Special people in our lives</li> <li>• Playing co-operatively</li> <li>• Keeping secrets</li> <li>• Respecting others/views and opinions (taught discretely through P4C – not a separate lesson)</li> <li>• Valuing difference</li> <li>• Views and opinions</li> <li>• Celebrating differences and similarities in families and how these people help look after us.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• How behaviour can affect emotions and feelings</li> <li>• Bodies and feelings can be hurt</li> <li>• Respecting others - including NSPCC – Pants Rules</li> </ul>

<ul style="list-style-type: none"> <li>• Bullying – similarities and differences – challenging stereotypes boys vs girls</li> <li>• Respecting others/views and opinions (taught discretely through P4C – not a separate lesson)</li> </ul>
<b>Year 3</b>
<ul style="list-style-type: none"> <li>• Recognising and responding to emotions and feelings</li> <li>• How actions can affect others</li> <li>• Working collaboratively</li> <li>• Recognising and responding to bullying</li> <li>• Responding to different points of view</li> <li>• Personal Space - consider touch and to know that a person has the right to say what they like and dislike - Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch</li> <li>• Family differences - to explore different types of families and who to go to for help and support - Understand that all families are different and have different family members. Identify who to go to for help and support</li> </ul>
<b>Year 4</b>
<ul style="list-style-type: none"> <li>• Keeping secrets</li> <li>• Managing dares</li> <li>• Positive relationships – exploring relationships that make us happy and what to do if a relationship makes us sad.</li> <li>• Unacceptable physical contact – revisit the Pants rule from Year 2</li> <li>• Everyone is equal – similarities and differences</li> </ul>
<b>Year 5</b>
<ul style="list-style-type: none"> <li>• Responding to feelings in others</li> <li>• Secrets and confidentiality</li> <li>• Different types of relationships</li> <li>• Disputes and conflicts</li> <li>• Consequences of actions</li> <li>• Stereotypes</li> </ul>
<b>Year 6</b>
<ul style="list-style-type: none"> <li>• Communicating in relationships - Discuss different types of adult relationships with confidence.</li> <li>• Emotional behaviour in relationships – including online relationships - To explore positive and negative ways of communicating in a relationship - To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong</li> <li>• Importance of personal boundaries - Know what form of touching is appropriate</li> <li>• Exploring identity and acceptance of differences – including sexual orientation, different types of relationships</li> </ul>

***Parents do not have the right to withdraw their child/children from these above aspects of the Relationships curriculum.***

**Delivery of RSE:**

- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision required.
- Parents and carers will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSE Programme will be available to parents during RSE workshops which each class will run before the teaching module begins
- The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.

**Sex Education Objectives**

<b>Objectives by Year Group</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Understand basic hygiene principles</li> </ul>

<ul style="list-style-type: none"> <li>• Understand how to keep clean</li> <li>• Introduce the concept of growing and changing and how people's needs change</li> <li>• Know the differences between boy and girl babies, including the names of the main parts of the body including genitalia</li> </ul>
<b>Year 2</b>
<ul style="list-style-type: none"> <li>• To introduce the concept of male and female and gender stereotypes. To identify differences between males and females - Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies</li> <li>• To explore some of the differences between males and females and to understand how this is part of the lifecycle. Describe some differences between male and female animals Understand that making a new life needs a male and a female</li> <li>• To focus on sexual difference and name body parts. Describe the physical differences between males and females Name the male and female body parts</li> </ul>
<b>Year 3</b>
<ul style="list-style-type: none"> <li>• To explore the differences between males and females and to name the body parts. Know some differences and similarities between males and females. Name male and female body parts using agreed words</li> </ul>
<b>Year 4</b>
<ul style="list-style-type: none"> <li>• To explore the human lifecycle - Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up</li> <li>• To identify some basic facts about puberty - Discuss male and female body parts using agreed words. Know some of the changes which happen to the body during puberty</li> <li>• To explore how puberty is linked to reproduction - Know about the physical and emotional changes that happen in puberty. Understand that children change into adults so that they are able to reproduce</li> </ul>
<b>Year 5</b>
<ul style="list-style-type: none"> <li>• To explore the emotional and physical changes occurring in puberty - Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence</li> <li>• To understand male and female puberty changes in more detail - Understand how puberty affects the reproductive organs. Describe how to manage physical and emotional changes</li> <li>• To explore the impact of puberty on the body and the importance of hygiene. To explore ways to get support during puberty - Explain how to keep clean during puberty. Explain how emotions change during puberty. Know how to get support and help during puberty</li> </ul>
<b>Year 6</b>
<ul style="list-style-type: none"> <li>• To consider puberty and reproduction - Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence</li> <li>• To explore the process of conception and pregnancy - Describe the decisions that have to be made before having a baby. Know some basic facts about pregnancy and conception</li> </ul>

*Parents do have the right to request to withdraw their child/children from the above aspects of the curriculum except those included in the Science National Curriculum.*

**Sensitive issues requiring special consideration:**

- At the beginning of each lesson, expectations will be made clear; providing a clear structure for answering sensitive or difficult questions.
- Teachers will use an anonymous question box so children are confident in asking questions.
- Children will have access to worry boxes during and after the teaching.
- Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable answering within the classroom, or ones which are not age appropriate.
- If questions are asked by children outside the RSE Programme, the designated sex education teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- At South Bersted C of E Primary School, we will not teach, or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution or about forms of sexual intercourse. If a child asks a question on any of the named topics, teachers will explain that this is not a matter to be dealt with by the school and that the child should consult his or her parents or carers for an answer. All teachers will give an answer in the same way, to all children regarding all issues not to be taught or discussed, using the phrase, "We cannot answer that question for you, but you may want to ask an adult at home."

**Child Protection / Confidentiality:**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue.

The staff member will inform the Headteacher /Designated Safeguard Lead (DSL) in line with the school's procedures for child protection and safeguarding. ***A member of staff cannot promise confidentiality if concerns exist.***

**Monitoring and Review of the Policy:**

The monitoring of RSE lessons will be undertaken as part of the whole school's overall schedule and will be undertaken by the Headteacher.

The policy and its contents will be reviewed annually.