

RSE Policy September 2020

Introduction

This policy outlines our school's commitment to provide effective RSE for all children. It has been written in line with the DfE RSE guidance 2000, and other relevant guidance documents and statutory requirements. The RSE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSE is taught in an age-appropriate manner throughout the school.

What is RSE?

RSE is lifelong learning about physical, moral and emotional development. Through RSE children learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health. There is often concern that RSE will encourage sexual experimentation, however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In Highgate Primary Academy, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Key Objectives

The key objectives of our RSE programme are to:

- Develop knowledge and understanding of positive and healthy relationships
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Explore attitudes and values around sex and relationships
- Ensure children know how and where to access appropriate support

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. The curriculum is firmly embedded within the broader PSHE and Science curriculum. Pupils will be supported to understand difference and to respect themselves and others.

Inclusion and Support

RSE will be accessible to all children. Through the delivery of RSE teachers will explore gender stereotypes and ensure that all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. As a school, we will deliver RSE in a factual, non-judgmental way providing a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualize the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers.

A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

The Curriculum

Relationship and health education will be taught in each year group throughout the school. The curriculum we deliver is progressive, building the children's knowledge, understanding and skills year on year.

Some elements of relationship and health education are delivered through the Science national curriculum:

Key Stage 1

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body. Notice that animals, including humans, have offspring that grow into adults.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Processes of reproduction)
- Describe the importance of hygiene for humans

Lower Key Stage 2

Pupils should be taught to:

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Upper Key Stage 2

Pupils should be taught to:

- Describe the differences in the life cycles in a mammal, an amphibian, and insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

In addition to the Science curriculum, we use RSE resources 'Living and Growing' The scheme is strengthened by use of video resources and storybooks.

During PSHE/ RSE and Science, the children are introduced to the scientific vocabulary to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From year 4, we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is developed further in Years 5 and 6. The content is outlined below.

PSHE Association RSE scheme content:

EYFS	<ul style="list-style-type: none"> • All about me • Families and relationships • Who we live with • Friendships
Year 1/2	<ul style="list-style-type: none"> • Roles of different people, families and feeling cared for. • Recognising privacy: staying safe and seeking permission. • Managing secrets, revisiting pressure and getting help. • Growing older, naming body parts • Making friends
Year 3/4	<ul style="list-style-type: none"> • What makes a family and family life • Positive friendships • Personal boundaries: safely responding to others, importance of self-respect. • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.
Year 5/6	<ul style="list-style-type: none"> • Managing friendships and peer influence • Physical contact and feeling safe • Attraction to others; romantic relationships; civil partnerships and marriage. • Recognising and managing pressure; consent in different situations. • Human reproduction and birth • Keeping safe in different situations. • Living and growing • How babies are made and born (Year 6) • Puberty revisited.

The RSE curriculum will be reviewed by staff, parents/carers and pupils through workshop discussions.

Teaching and Learning

All teachers will have responsibility for planning and delivering Relationship education and RSE. Everyone involved in the teaching of RSE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of 'questions box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

Relationship education and health education will be delivered throughout the school year.

During the summer term, when Year 6 will be taught RSE, parents/ carers will be informed of the exact dates by letter prior to delivery.

SEND

Relationships education, RSE and health education must be accessible for all children. High quality teaching that is adaptable and personalised will be the starting point to ensure accessibility for all. This will ensure all children are prepared for adulthood outcomes as set out in the SEND code of practice.

All staff will provide additional support for children with special educational needs.

Dealing with questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer

some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Coordinator as part of the evaluation and monitoring process.

Staff

All staff delivering relationship education and RSE will take part in an initial basic training session. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

Assessment and Review

Teachers will use work produced and small group discussions to assess pupil understanding within RSE. Teachers will use informal assessment to revise future RSE plans.

Parents

We believe that RSE should be a partnership with parents and carers. A parent/carer working party will be consulted regarding the content of RSE. All parents will be consulted and informed about RSE through the school website and the app.

Year 6 parents will be informed personally to explain when RSE will be taking place. RSE usually takes place during the summer term.

Whilst we always try to work with parents to accommodate their wishes, we also accept that parents can exercise their right to withdraw their child if they do not want them to take part in the RSE sessions. Legally, parents have the right to withdraw their children from RSE that is not part of National Curriculum Science. Teachers will plan for children who are withdrawn from RSE lessons.

If you have any concerns about the RSE that is provided, please do speak to your child's class teacher or the Principal.

Parents will be invited to attend a drop in session after school to give them more information about the programme and an opportunity to explore the resources that will be used.

Confidentiality

Everyone involved in RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee unconditional confidentiality. Teachers will discuss confidentiality with pupils and parents, making it clear that teachers cannot offer unconditional confidentiality. Teachers will reassure pupils that if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Child Protection

Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Special Considerations

Sanitary disposal units are available in the toilets.

Children in year 4 upwards will be informed of where they can access sanitary protection in the event of commencing menstruation during the school day.

There may be rare occasions when a child who is sexually active or contemplating sexual activity directly approaches a teacher. Due to the age of the children, this situation would raise immediate child protection concerns and would need to be handled sensitively. The Designated Safeguarding Lead would be informed and relevant procedures followed.

Monitoring and Review

The RSE policy and curriculum will be reviewed annually. Teacher assessment will influence RSE planning as will evaluation of the programme by pupils and staff. As part of the process of monitoring the curriculum, an audit of the training needs of all staff will be carried out and support and training offered as appropriate.

Links to other Policies

RSE Department for education statutory guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Science National Curriculum

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>