

RSE Policy

This policy covers our school's approach to Relationships and Sex Education which is taught as part of the Personal, Social and Health Education curriculum (PSHE)



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At Swansfield Primary School the intent of **PSHE** is to deliver a curriculum which is accessible to all and as a result of this, children will become healthy, independent and responsible members of society. A society that in turn, understands how children develop personally and socially, giving them the confidence to tackle many of the moral, social and cultural issues that are part of growing up. Personal, Social, Health and Economic (PSHE) Education is a subject through which children develop the knowledge, skills and attributes they need to manage their lives; now and in the future. These skills and attributes help children to stay healthy and safe, preparing them for life and work in modern Britain. PSHE underpins and reinforces our responsibility to teach children about our diverse society and to model respectful citizens.

Under the new guidance issued by the Department for Education, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, **RSE** should always be taught within a broader PSHE education programme. RSE is an integral part of topics such as anti-bullying, keeping safe, e safety, physical and mental well-being, healthy eating, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

We define 'relationships and health education' as learning which equips children to becoming empowered with the skills and knowledge necessary for them to grow and develop into "whole" people who can form and enjoy mutually respectful and responsible relationships encompassing a healthier, safer lifestyle.

We ensure that RSE fosters gender equality and **LGBT** equality by including an understanding of different families in our society, and provides regular opportunities to talk about and explore young people's experiences.. RSE is not about the promotion of sexual activity.



Aims

In line with the aims of the National Curriculum for PSHE at Swansfield Park Primary School, we aim to ensure that we:

- Provide RSE teaching and learning that is dynamic, relevant and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children
- Provide ongoing, truthful and honest information in a non-judgemental way
- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Provide the confidence to be participating members of society and to value themselves and others
- Develop an understanding of human growth and development
- Promote an awareness of personal safety
- Encourage and promote healthy and secure relationships
- Encourage debate and questions
- Provide the right level of information to different age groups that is understandable to them

Objectives

- To appreciate the ways in which people learn to live and work together by listening, discussing and sharing
- To know that they have a responsibility to respect and learn about the wide spectrum of relationships, diverse families and health choices
- To be able to name parts of the body including the reproductive system and understand the concept of male and female
- To be aware of the changes that occur to their bodies at puberty
- To know about personal safety e.g know that individuals have rights over their own bodies and that there are differences between good and bad touches
- To develop assertiveness through simple skills and practises which will help maintain personal safety
- To develop the skills with which to make informed choices

This policy will be used by:

- Teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them.
- Parents, who will look to see both the RSE curriculum content and the values the school is promoting.
- Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school's RSE promotes, agreed teaching methodologies and boundaries for their work with young people.

Legal Requirement

At Swansfield Park Primary School, we teach RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils from September 2020.

Statutory Requirements:

(taken from the Department for Education, 2019)

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

This is why we have made Relationships Education compulsory in all primary schools in England, as well as making Health Education compulsory in all state-funded schools."

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

As we want to support all young people to be happy, healthy and safe – we aim to equip them for adult life and to be able to make a positive contribution



to society. At Swansfield Park Primary, we are required to teach relationships education and have committed to retain our current choice to continue to teach age-appropriate health education alongside relationships education.

Every child is entitled to receive Relationships Education where the well-being of the learner is paramount. It is our intention that all children have the opportunity to experience a programme of Relationships and Health Education at a level which is appropriate for their age and physical development with differentiated provision if required. We firmly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities and responsibilities of adult life, building healthy relationships and staying safe.

Key Principles

Teaching and Learning

At Swansfield Park Primary, RSE is taught within the Personal, Social and Health Education (PSHE) curriculum.

Children are taught through a variety of appropriate teaching methods such as direct teaching of specific knowledge, drama, role play, circle time and group work. For sensitive discussion work children could be taught in small, single sex groups.

Our RSE curriculum is structured in a way which we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, educate pupils about healthy relationships and to help children from all backgrounds build positive and safe relationships, to help them thrive in modern Britain.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Swansfield Park Primary through teaching about different types of families, including those with same-sex parents.

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.



Curriculum Design / Planning

Our programme of study at Swansfield Park Primary is part of our core scheme “Jigsaw” which is approved by the PSHE Association and follows the strands and themes outlined by them and the DfE’s non-statutory and statutory guidance, from September 2020. Refer to Appendix 1 for the content outline.

The specific RSE content is taught through the “Changing Me” puzzle of learning in each year group, from Reception to Year 6. The resources include picture cards, resource sheets and animations of the female and male reproductive systems which provide a visual resource to enable pupils to understand how the body changes and develops during puberty. Whilst the core RSE content is delivered through the Changing Me puzzle essential work is done in previous puzzles to build children’s self-esteem, to enhance sense of self in regard to body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves values, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

Teachers, whom children are familiar with, deliver specific puberty lessons (present scheduled for year 5) using Power Points and will adopt areas from the Jigsaw programme to ensure consistency of delivery.

These lessons are taught using a range of teaching methods with an emphasis on active engagement of pupils giving them opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

We aim to give our pupils a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management; with teachers frequently acting as facilitators.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. Relationships and Health Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Roles and Responsibilities

The governing body will approve the RSE policy, and hold the PSHE subject leader to account for its implementation. The subject leader is responsible for ensuring that PSHE and RSE is taught consistently across the school, auditing, monitoring and action planning with regard to PSHE: this includes the development and evaluation of the RSE scheme of work, resourcing and liaising with external agencies. The head teacher is responsible for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes towards RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to fully engage in RSE lessons and, when discussing issues, treat others with respect and sensitivity.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and health education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, both the PSHE and RSE Policies;
- Answer any questions that parents may have about the RSE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.



We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science) however currently our RSE scheme does not cover sex education. There is no right to withdraw from Relationships Education at primary, as we believe the contents of these areas– such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Puberty lessons are planned and delivered during the summer term of year 5, parents are given written notification of this work and can then decide whether to withdraw their child from these lessons.

Working with Parents, Carers and External Agencies

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support by making available the content, teaching materials and methods that are being used here at Swansfield Park. Parents have the option to view materials and texts that are currently in place.

Parents will be consulted on the draft RSE Policy in June 2020. Due to the COVID19 pandemic our preplanned drop in sessions were unable to take place and therefore information about our new approach to RSE will be shared through the newsletter. This will be our way of promoting RSE in our curriculum and give/allow parents the opportunity to engage with RSE materials (RSE texts, new scheme of work, RSE policy and current schemes of work, which are still deemed appropriate). Finally, parents will be able to respond, ask questions or express their opinions.

Safe and Effective Practise / Confidentiality

At Swansfield Park Primary School we believe that because Relationship and Health education works within pupils' real life experiences, it is essential to establish a safe learning environment.

We will ensure and create a safe and supportive learning environment by:

- Establishing ground rules for RSE lessons - adhered to by teacher and children.
- Role modelling and teaching our high expectations of behaviour for learning



- Sharing the need for confidentiality with staff and pupils and being clear about procedures should pupils indicate that they are vulnerable or “at risk” through our Confidentiality and Safeguarding Policies.

Where pupils indicate that they may be vulnerable and at risk, they will be supported by staff following our Safeguarding Policies and informing the Designated Safeguarding Leads.

Safeguarding / Child Protection

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a safeguarding disclosure. Staff have received training on how to deal with disclosures appropriately. Staff who receive information about children and their families will share that information only within a professional context and with the Designated Safeguarding Leads, who will take appropriate action.

Resources

Our aim in regards to resources, is for all classrooms to be equipped with their own set of age appropriate RSE texts and visual supporting aids; we will continue to add to classroom resources each year, through the annual whole school bidding process.

From September 2020, each year group will have their own Jigsaw programme of study and an additional recourse cuddly piece, which will be used appropriately in each lesson to act as a visual support aid. At Swansfield Park Primary, resources also come from the ‘Lucinda and Godfrey Scheme’ which all aids to support this programme are clearly labelled in the centrally located resource area. Additional resources can be found on the PSHE Association scheme online – which teachers and Higher Level Teaching Assistants use as an when appropriate to support the teaching and learning of this subject.

Resources will be audited, checked and updated annually. Areas of need are monitored, and equipment purchased in line with need using the school’s subject bidding process.

Monitoring and Evaluation

Monitoring

We ensure that we will monitor the children's grasp of social concepts, skills and their relationships with others and intervene when appropriate.

The delivery of RSE will be monitored by the subject leader through lesson observations, learning walks, feedback from staff, children and parents.

Pupils' development in RSE is monitored by class teachers as part of an ongoing informal assessment, taken place throughout each lesson.

RSE policy review

As part of effective RSE provision, the RSE policy should be reviewed on a three yearly basis to ensure that it continues to meet the needs of children, staff and parents and that it is in line with current Department for Education advice and guidance.

ACRONYMS

PSHE	Personal, Health and Social Education	LGBT	Lesbian, Gay, Bisexual and Transgender
RSE	Relationships and Sex Education		


This policy has been formally adopted by the governing body.

VERSION HISTORY

VERSION	DATE	DESCRIPTION
Adopted	May 2020	Initially adopted



APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved	Jenny Smith	Head Teacher		
Approved	Angela Jefferies	Chair of Governors		
 DATE OF NEXT REVIEW			Autumn 2021	

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Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education