



Old Vicarage School

Relationships and Sex (RSE) Education

This policy applies to the whole school, including the EYFS.

This policy should be read in conjunction with the School's PSHE, Anti-Bullying, Behaviour, Equal Opportunities, Individual Needs, E-Safety, Child Protection & Safeguarding and SMSC (Spiritual, Moral, Social & Cultural) Policies.

Aims

At Old Vicarage School, Relationships Education is taught within the PSHE Education curriculum and became compulsory for all primary aged children (Reception to Year 6 pupils) from September 2020. The aim is to provide children with the building blocks needed for positive and safe relationships, including with family, friends and on-line. It seeks to provide them with an understanding of the importance of family life, stable and loving relationships, respect, love, and care.

Sex education is not compulsory for this age group. However, the School is required to teach the biological elements of sex education which are contained in the Science curriculum. Additionally, the School will continue to teach age-appropriate sex education alongside relationships education. We do not use Sex and Relationships Education to promote any form of sexual orientation or activity.

Our key aims are to:

- to meet the needs of all pupils through the provision of a balanced, comprehensive and coordinated curriculum within which teaching about relationships can occur
- We take a whole school approach to supporting pupils to be safe, happy and prepared for life beyond school
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Create a positive culture around issues of sexuality and relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils about healthy relationships, the meaning of family and who can support them
- Promote safety in forming and maintaining relationships.
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Prepare pupils for puberty and give them an understanding of sexual development
- Teach pupils the importance of health and hygiene
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Teach pupils to make informed choices
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Teaching and learning

Relationships education is taught through our PSHE and Science syllabus. We inform pupils about sexual issues with regard to matters of morality and individual responsibility and in a way that allows them to ask and explore moral questions.

The biological elements of RSE are taught through statutory Science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes. We carry out the main sex education through our Science curriculum:

- In Key Stage 1 (Reception to Year 2), pupils learn how animals, including humans, move, feed, grow and reproduce. We also teach them about the main parts of the body.
- In Key Stage 2 (Years 3 – 6), pupils learn about life processes and the main stages of the human life cycle in greater depth.
- The biological elements of Sex education (Human Reproduction) are taught through the Science curriculum from Year 5 upwards.

In an age-appropriate and sensitive way, we teach pupils about:

- Their physical development as they grow into adults (puberty, menstruation)
- The way humans reproduce
- Respect for their own bodies
- Consent

Relationships Education teaches pupils how to recognise and provide positive, caring relationships, with particular reference to friendships, family relationships and different family groups (including LGBT relationships). They will learn:

- To identify special people in their lives (families, friends, carers)
- To recognise that their behaviour can affect other people
- To identify and respect the differences and similarities between people
- How to listen to other people and work and play cooperatively
- How to communicate with each other and resolve conflicts
- How to understand their feelings and seek help or advice from others
- To recognise when people are being unkind to them or others and how to respond
- What to do if they are being bullied (including cyber and homophobic bullying)
- To judge what kind of physical contact is acceptable and comfortable
- About the rituals and traditions associated with birth, marriage and death
- The rules and principals for keeping safe online

The teaching of RSE will be tailored to the age and stage of development of the children By following a progressive program. RSE at Old Vicarage is not simply something which is bolted on as children go through puberty or the issues arise but is gradually developed as an integral part of our PSHE and Science Curriculums.

Further details of what is included in Relationships Education are provided at Appendix 1.

Teaching methods

All materials used are designed for primary school use to ensure all the content is age appropriate.

Teaching staff are professional and sensitive in their approach and may refuse to answer questions or discuss topics in front of the class that could offend anyone or upset religious sensitivities and beliefs. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Pupils will instead be encouraged to ask their questions to adults at home. They will also be given the opportunity to ask questions anonymously – eg via question boxes.

Staff who are concerned about teaching any elements of the RSE programme are encouraged to discuss this with the Head. The Head will ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

Terminology:

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will only be discussed if brought up by the children; this will form part of the discussion about what is and what isn't acceptable language to be used. Staff teaching RSE will have a guide to appropriate terminology to use for their year group but can also revisit discussions on appropriate language with the Head of PSHE if there is any uncertainty surrounding RSE vocabulary.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies such as the class chat box or an 'ask it basket' to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

Pupils with SEN (Special Educational Needs)

We need to ensure that the needs of pupils with SEN are met. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to pupils with SEN. We are mindful that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEN

Confidentiality

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the School's Safeguarding Policy.

Equality and respect

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise and understand that sometimes these may be in tension with some aspect of this policy. Teaching should be based on facts and enable pupils, in an age-appropriate way, to develop an understanding of how the law applies to different relationships (same sex) and to sexual orientation, religion or beliefs, which are all protected characteristics under the Equality Act

Working with parents, guardians/carers

We recognise that parents are the key people in helping their children cope with the emotional and physical aspects of growing up within the culture and ethos of their family unit, teaching their children about relationships and sex and preparing them for the challenges and responsibilities of being an adult.

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

We will do this by:

- Informing parents about this policy and answering any questions they may have.
- Providing parents with year group RSE information at curriculum evenings and sharing useful resources with them.
- Listening considerately and seriously to any issues that parents raise in relation to this policy or our arrangements for teaching RSE in the School.

Parents' right to withdraw pupils from lessons

Parents have a right to withdraw their child from all or part of the sex education provided, but not from the biological aspects of human growth and reproduction which are statutory elements of the National Science Curriculum.

If a parent wishes their child to be withdrawn from sex education lessons, they should put their concerns in writing to the Head, detailing which aspects of the programme they do not wish their child to participate in.

Parents may not withdraw their children from relationships education because it is important that all children received this content, covering topics such as friendships and how to stay safe online.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Guest speakers

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationships and Sex Education policy and adhere to the procedure for Visiting Speakers. A teacher will be present throughout these lessons.

Development and review of Policy

This policy has been developed in consultation with the Teaching Heads of PSHE, Science, staff and parents. All registered parents were given the opportunity to look at the policy and make recommendations.

This policy will be reviewed every two years by the Head, Deputy Head and the Teaching Heads of PSHE and Science. Registered parents will be invited to comment on any revisions to the policy prior to publication.

This policy will be made available to governors, parents and the public on the policies section of the Old Vicarage School website.

Signed: **Gill Linthwaite**
Head

Mandy Fawcett
Deputy Head

Last reviewed: June 2022
Next review: June 2024

Franky Hendry
Head of PSHE

APPENDIX 1 – Relationships Education

By the end of Year 6, our pupils will have learned about:

Topic	Knowledge
Families and people who care about me	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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