



## **MANOR PRIMARY SCHOOL RSE POLICY**

(RELATIONSHIP AND SEX EDUCATION)

Manor Primary school is committed to providing Relationship and Sex Education of the highest quality as an integral part of the Personal, Social and Health Education (PSHE) curriculum. This is based on the belief that RSE should be taught throughout the school as an ongoing process and one that links both the home and school tightly together. A good understanding of the key elements of RSE helps to underpin the four rules of Manor Primary School:

- To always try your best
- Be kind and polite
- Listen carefully
- Value the things around you

It will support Manor Primary School in its mission to maintain traditional values in a modern world and allow all to attain our school motto: 'To be the best we can be.'

The school's programme of RSE will help children to respect themselves and others and is tailored to the different ages and emotional and physical maturity of the children

### **Defining Relationships and Sex Education.**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care and being safe. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes about ourselves and those around us. Children need to be supported in being happy, healthy and safe and be equipped for adult life so they are able to make a positive contribution to society and be able to manage the challenges and opportunities in the modern world around them.

### **Statutory Requirements**

The school's policy is based on the guidance from the DfE in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' published 25<sup>th</sup> June 2020 and updated 9<sup>th</sup> July 2020.

([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))

Teaching of sex education is not required at primary level, however, the elements of sex education contained in the statutory science curriculum must be taught.

In teaching RSE, regard must be given to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **Aims of the Relationship and Sex Education curriculum**

- To meet the requirements of the DfE guidance on RSE.
- To support the safeguarding of children.
- To provide a framework in which sensitive discussions can take place.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- To understand what a relationship is; provide the building blocks needed for positive and safe relationships including in families, friends and online; what family means and who they can turn to for support.
- To teach children how to treat each other with kindness, consideration, respect and empathy.
- To promote mental wellbeing.
- To equip children with the information they need to make good decisions about their own health and wellbeing and accept the consequences of the decisions that they make.
- To promote the safe, responsible and healthy use of the Internet and know where to turn to for support and protection.
- To prepare children for the changes that their body will undergo as they grow.
- To live confident and healthy lives.

## **Equality of Opportunity**

All children have unlimited potential for development. Pupils will have equal access to the curriculum irrespective of race, gender, faith or ability.

### **Ethnic, Cultural and Religious Groups**

The teaching of RSE should to be sensitive to the needs of different ethnic, cultural and religious groups. The school encourages parents/carers to discuss any concerns with the Headteacher.

### **Pupils with Special Needs**

The school will ensure that all pupils receive Relationships and Sex Education, and offer provision appropriate to the needs of all pupils, taking specialist advice where necessary.

### **Gender, Sexual Identity and Sexual Orientation.**

In the teaching of RSE, staff should deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that Relationship and Sex Education is relevant to them.

## **Teaching and Learning**

The Science component of the National Curriculum entails that children in Key Stage One learn the following elements of the RSE statutory elements:

- That animals including humans, move, feed, grow, use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can produce offspring and these grow into adults;
- To recognise the similarities between themselves and others.

At Key Stage 2 the RSE elements met in the Science curriculum are as follows:

- That the life processes common to humans and other animals include nutrition, growth and reproduction;
- The main stages of the human life cycle.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education policy.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Staff**

All staff are responsible for the following:

- Teaching the RSE curriculum
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE making sure appropriate work is prepared.
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

Teachers should reply to, and answer, children's questions sensitively and openly. If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher should refer her or him to the appropriate person after consulting with the Headteacher. Staff must ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions must be handled sensitively and set within a general context.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the member of staff should follow the school's **child protection procedures** and alert the DSL (Designated Safeguarding Lead).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss this with the Headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

### **Parental rights concerning withdrawal of children from RSE teaching**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with parents when teaching the RSE curriculum and give them the opportunity to understand its purpose and content.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the Headteacher should meet with the parent/s/carer/s to discuss the request and, as appropriate, **with the child** to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The schools will document this process to ensure a record is kept. **There is no right to withdraw from Relationships Education or Health Education.**

A leaflet from the DfE is available to explain the function of RSE and the right to withdrawal:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

### **Monitoring and Evaluation**

The Relationship and sex Education policy will be overseen by the Governors and Head Teacher. It will be reviewed every year or in the light of further legislation or guidance received from national or local government bodies.

## Appendix 1

### Statutory Guidance

The statutory guidance is taken from the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' Published 25<sup>th</sup> June 2020 and last updated 9<sup>th</sup> July 2020. The document is available online at -

[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)

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	Pupils should know <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li></ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

**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 2**

Suggested resources from the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance from the DfE.

### **Relationships Education**

Safeguarding: NSPCC PANTS rule with film.

Example of model primary curricula from Catholic Education.

### **Relationships and Sex Education**

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.

Consent: PSHE Association lesson plans from the PSHE association.

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Example model secondary curricula from Catholic education.

### **Mental Health**

Mental health and emotional wellbeing lesson plans from PSHE Association.

MindEd educational resources on children and young people's mental health

### **Online Safety**

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URL

### **PSHE**

PSHE Association Programme of study for KS1-5

Drugs and alcohol Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.



### **Data to understand the health and wellbeing needs of the local school-age population**

Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub.

It includes school-age health profiles and young people's health profiles.

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also Early Years Health profiles.