

INKBERROW PRIMARY SCHOOL

Love to Learn, Learn to Care

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

RELATIONSHIPS AND SEX EDUCATION (RSE)



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RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

Definition

RSE is about the emotional, social, cultural and physical development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, exploring issues and values.

It is the Government's ambition to support all young people to stay safe and prepare for life in modern Britain.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection / Safeguarding Policy and the Promoting Race Equality document.

Aims

The Governing Body and Head Teacher have consulted with parents (parent Governors), staff, pupils, Safeguarding Governor and members of the wider community in order to develop this policy which has the following aims;

- To give pupils the confidence to talk, listen and think about relationships and feelings
- To provide our pupils with the knowledge and understanding about how their bodies work and change as they develop
- To prepare our pupils for puberty
- To develop pupils' skills for a healthier safer lifestyle
- To learn about the value of family life and stable loving relationships
- To enhance self-esteem, support their emotional development and construct a positive self-image
- To ensure that all pupils respect the views and opinions of others

Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to;

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing

The National Curriculum for RSE aims to ensure that all pupils understand:

- characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.
- Online safety
- Mental well being
- Internet safety and harms
- Physical fitness
- Heathy eating
- Basic first aid
- Changing adsolescent body

The Organisation of RSHE:

RSE is coordinated by Mrs Anna Robinson.

It is taught mainly within the Science curriculum and within our SCARF programme. (Appendix 1)

Monitoring, Evaluation and Review of RSHE:

Policy: Reviewed annually and agreed by Governors

Curriculum coverage: Monitored by PSHE&C Coordinator and Science Coordinator. Work trawl / evidence folders monitored within PSHE&C subject Reviews – evaluations of standards / coverage will be fed back into our School Improvement Plan. PSHCE books provide a basis of evidence from children through planning, questions and photos. These are monitored by the PSHE Coordinator.

Equal Opportunities Statement:

All pupils are entitled to receive relationship and sex education regardless of ability, gender, race or religion. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development.

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the...Equality Act 2010...under which sexual orientation and gender reassignment are amongst the protective characteristics.” DfE, 2020 RSE Guidance para 36

Withdrawal of Pupils from Sex Education:

We will teach the facts of human conception in our Year 6 curriculum. Further “Sex Education” is not delivered in relationships education. However, we do provide a context for complementing the factual approach in science to enable pupils to explore and manage their feelings about their science learning.

Pupils will also learn about the law related to sex, as part of safeguarding at this time, also to complement their science learning.

Pupils cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum orders for Science but parents may request to withdraw their children from Sex Education (Year 6 only) within the RSE Curriculum.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Inkberrow Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

"If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare their pupils to live in modern Britain."

(Valuing All God's Children, Church of England 2019 p12)

Dissemination

All staff members, and governors have access to the RSE policy. Training is delivered to staff on the policy content. Several copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

The Head Teacher facilitates the gathering of policy feedback from parents, staff and pupils.

Review Date: September 2025

Appendix 1

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help

<p>Y6</p>	<p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p>Coping with changes Keeping safe Body Image Self-esteem</p>
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