



# Pendock CE Primary School

Be the best that you can be

## Relationships and Sex Education (RSE) Policy

We aim to enable and encourage all those connected with Pendock School to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

“Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess’s tiara and heels and/or the firefighter’s helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.”

*Valuing all God’s Children, Church of England 2019*

### What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for the sexual health and wellbeing.

In line with the DFE 2019 Guidance, the focus of RSE at Pendock CE Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationships Education have been divided into five sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### Aim

The overall aim of the school is to promote pupils spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age that they become sexually active. Young people who feel good about themselves are more likely to be knowledgeable and confident

about relationships, more likely to be more discerning in their relationships and sexual behaviours and more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2020 sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Our RSE curriculum at Pendock is key to this provision.

This may include covering relevant issues through Relationships Education (from April 2021) and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects, there is a focus on keeping children safe, and schools can play an important role in preventative education.

### **Statutory Requirement**

The Relationships Education, RSE and health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from April 2021. Sex Education is not compulsory in primary schools however, puberty is covered in the Relationships and Health Education content and the Department of Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. In addition, the National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty and reproduction of some plants and animals).

At Pendock, we link this work in science to our PSHE curriculum around health and relationships and respond to our children's questions in an age appropriate way. However, if a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

### **Equal Opportunities**

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. To achieve this, Pendock's approach to RSE will take account of:

#### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

#### **Varying home backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

#### **Sexuality**

Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members or friends. Our approach to RSE will include sensitive, honest and balance consideration of sexuality and we shall actively tackle homophobic or sexist unkindness/bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

#### **Special educational needs**

We shall take into account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

## A Whole School Approach

**Teaching staff** are all involved in the school's RSE provision; as well as delivering the curriculum; they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the schools' approach to RSE and aided in their work by provision of resources, background information, and access to appropriate training, support and advice from experienced members of staff.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and also play an important (formal or informal) pastoral role with pupils. They will have access to information about RSE programme and be supported in their pastoral role.

**Governors** have responsibility for school policies. They will be consulted about the RSE provision and policy.

**Parents/carers** have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to liaise with the school to discuss the content of the lessons and view the resources used. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. **Parents may only withdraw their child from sex education beyond the national curriculum for science.** The school will, however, seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers; we will take time to address concerns and allay any fears.

Clear and open communication with parents and carers will help them to understand the importance of modelling positive relationships and make sure that pupils are not withdrawn from sex education for reasons based on a misunderstanding of the subject. The role of parents and carers in the development of children's understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships.

**Outside agencies and speakers** may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs.

**Pupils** have an entitlement to RSE and pastoral support appropriate to their age and circumstance. They will be consulted about their RSE needs and their views will be central to developing the provision.

## The taught RSE program

We follow the SCARF (Safety, Caring, Achievement, Resilience and Friendship) Primary PSHE and RSE scheme of work, which is a graduated, age appropriate programme. There are six key areas in each year group, from Nursery to Year 6. Some further elements of RSE are taught through science. The six key areas in each year group are delivered as a discrete unit of work within our PSHE and Wellbeing curriculum.

By the end of KS1, pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs
- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

By the end of KS2, pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs

- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand what it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand that there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways resisting it
- know how to keep themselves safe when involved in risky situations, including online

## Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis. Ground rules will ensure that:

- pupils are given preparation so that they will know how to minimise any embarrassment they feel,
- No one (teacher nor pupil) should be expected to answer a personal question,
- No one will be forced to take part in a discussion,
- The school's confidentiality/safeguarding policies are adhered to
- Everyone is listened to and respected

## Answering difficult questions

When delivering RSE objectives teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussions on a one to one basis or in small groups. Teachers should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Pendock, we believe that individual teachers must use their skill and discretion in these situations.

## Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting
- Teacher should set the tone by speaking in a matter of fact way and sure that pupils discuss issues in a way that does not encourage giggles and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry' box. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions that are inappropriate – *these could be followed up on a 1-1 basis if necessary.*
- Teachers should not be drawn into providing more information than is appropriate to the age of the child
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the questions and promise to attend to it later, on an individual basis.

- If a teacher is concerned that a pupil is at risk of sexual abuse, the head teacher or Designated Safeguarding Lead should be informed and the usual safeguarding/child protection procedures followed.

### **Considering Church of England Education**

Looking at the research that the Church of England have carried out regarding this new statutory requirement there are useful quotes which apply to Pendock school specifically. They can be sorted under our PRIDE values:

#### **Positivity**

“In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives.”

#### **Respect**

“RSE... should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”

“We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.”

#### **Individuality**

“The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identify.”

#### **Determination**

“There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.”

#### **Excellence**

“Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good stable long term relationships of all kinds.”

### **Monitoring and Evaluating**

The RSE programme and policy are regularly evaluated and reviewed by the staff team with the views of pupils, parents, staff and governors used to make changes and improvements to the programme in an ongoing basis.

### **Confidentiality and sensitivity**

Teachers conduct RSE lessons in a sensitive manner and in confidence.

Good RSE practise allows children an open forum to discuss potential sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or a peer, the school's Confidentiality and Safeguarding Policies should be referred to.

### **Support available to pupils**

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice.

Where appropriate, pupils can be referred to either the school nurse and/or outside helping agencies such as a mental health Practitioner. The school will keep up to date with the development of local service and national help lines for young people and form working relationships with local agencies that are relevant to pupil need.

**This policy will be reviewed regularly, and any revisions will be brought to the Governors for their approval.**