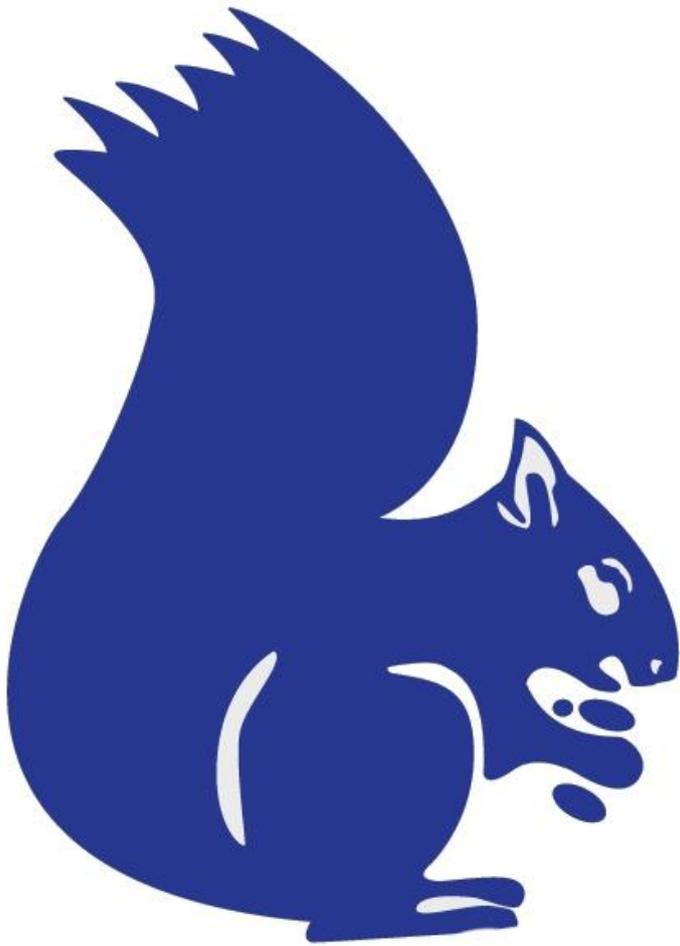


RSE Policy
Nursling C of E Primary School
Date of Issue: November 2021
Review date: November 2022



## Context

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. The school's policy for Relationships, Sex and Health Education (RSE) is based on guidance from the Department For Education (DfE) (Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2019) and has been drawn up in consultation with parents, pupils, staff and outside agencies.

At Nursling C of E Primary School RSE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sexual intercourse. Through the teaching of sex and relationships education, children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy, the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

At Nursling C of E Primary School, we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.
- Help children develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- Provide the confidence to be participating members of society, to value themselves and others and to take responsibility for their own actions;
- Prepare pupils for puberty
- Give them an understanding of reproduction and sexual development;
- Give them an understanding of health and hygiene;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Give pupils the language to be able to ask difficult questions and talk about things that worry or concern them
- Give them information on where individuals and families may get help and support;
- Develop and use communication and assertiveness skills to cope with the influences of their peers and the media;
- Ensure they understand the ways in which they need to protect themselves, including when using social media; and that they have the skills to ask for help should they need it.

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RSE is taught as part of the National Curriculum for Science and as part of the school's scheme of work for PSHE and Citizenship. We also acknowledge that children will learn about moral values through all aspects of school life and in all curriculum areas.

### RSE in the curriculum

The Head teacher is responsible for the effective delivery of the RSE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensures children are aware and understand the boundaries that should exist linked to the private areas of their body.

We teach RSE in the context of the school's aims and values framework. Whilst RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach RSE with the beliefs that:

- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral educational process;
- Children should be taught to have respect for their own and others' bodies;
- Children should learn about their responsibilities to others, and in upper Key Stage Two, be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.

We use the Kapow Primary Scheme of Work and resources for RSE and PSHE as well as Heart Smart which enhances our school values. Some relationship aspects of RSE are covered through our values curriculum; linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

We also teach RSE through other subject areas, such as science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing, as well as those aspects linked to health and hygiene. An overview of where this appears in the curriculum is in the table below.

Year R	All about me (Autumn 1) to include keeping myself clean, families and healthy eating	Growth and new life (Summer 2)
Year 1	It's a bug Life – knowledge of life cycles (Summer 1)	
Year 2	Living, non-living and decay (Autumn 2) Knowledge of germs and how they spread as part of Victorians: Florence Nightingale topic (Spring 2)	Know that humans have babies as part of 'Down the Rabbit Hole' topic (Summer Term)
Year 3	Animals including humans (Spring 1)	Healthy Eating (Summer 1)
Year 4	Healthy Eating (Autumn 1) Animals including humans (Spring 1 & 2)	Positive relationships with peers (Summer 1)

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Year 5	Animals including humans (Spring 2)	Changes in growing up, puberty, and menstruation (Summer Term)
Year 6	Animals including humans (Autumn Term)	Reproduction, conception and pregnancy (Summer term)

The Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019 states what pupils should know by the end of Primary School. Please see table below how Nursling CE Primary School ensure this coverage through our wide and varied curriculum.

Families and people who care for me	<p>Pupils should know</p> <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>	<p>Our curriculum provides this through:</p> <ul style="list-style-type: none"> <li>• Family Group events</li> <li>• Marvellous Me topic</li> <li>• PSHCE and Values Curriculum</li> <li>• Library books</li> <li>• Collective Worship</li> <li>• R.E.</li> <li>• Nursling Navigators</li> <li>• Love Days</li> <li>• Kapow RSE &amp; PSHE</li> <li>• Heart Smart</li> <li>• Community Events</li> <li>• Circle Time and debates</li> </ul>
Caring friendships	<p>Pupils should know</p> <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. <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the</li> </ul> </li> </ul>	<p>Our curriculum provides this through:</p> <ul style="list-style-type: none"> <li>• Family Group events</li> <li>• Friendship Friday</li> <li>• House groups</li> <li>• PSHCE and Values curriculum</li> <li>• British Values</li> <li>• Heart Smart</li> <li>• Kapow RSE &amp; PSHE</li> <li>• Anti-bullying Week</li> <li>• Community Events</li> <li>• Heart Smart</li> <li>• Romsey Young Carers</li> <li>• Circle Time and debates</li> </ul>

	<p>friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> <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>	
Respectful relationships	<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> </ul> <p>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.</p> <ul style="list-style-type: none"> <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>Our curriculum provides this through:</p> <ul style="list-style-type: none"> <li>• British Values curriculum</li> <li>• PSHCE</li> <li>• Collective Worship</li> <li>• Anti-bullying Week</li> <li>• Friendship Friday</li> <li>• Love Days</li> <li>• Kapow RSE &amp; PSHE</li> <li>• Family Group events</li> <li>• Community Events</li> <li>• RSE in Year 5 and 6</li> <li>• Heart Smart</li> <li>• Romsey young Carers</li> <li>• Circle time and debates</li> </ul>
Online relationships	<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>	<p>Our curriculum provides this through:</p> <ul style="list-style-type: none"> <li>• Internet Safety Day</li> <li>• Ceops online safety material</li> <li>• Parent workshops</li> <li>• Letters and Newsletters to parents</li> <li>• Secure server</li> <li>• How to Keep yourself safe posters</li> <li>• Home-school agreements</li> <li>• Social Media policy</li> <li>• Password protected child accounts</li> <li>• Circle time and debates</li> </ul>

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> </li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>Our curriculum provides this through:</p> <ul style="list-style-type: none"> <li>• Collective Worship</li> <li>• Pupil conferencing</li> <li>• School pupil voice</li> <li>• Governors Pupil voice</li> <li>• PSHCE curriculum</li> <li>• RSE curriculum in year 5 and 6</li> <li>• Circle time and debates</li> </ul>
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Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life inside and outside the classroom.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources used are made available for parents to view and a meeting with parents is arranged prior to the Year 5/6 lessons. The correct anatomy terminology will be used when discussing parts of the body and teaching sex education.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

LGBT+ is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. This topic sits within the Year 6 curriculum however we recognise that we cannot prescribe when children may want to talk about this topic. Teachers will respond sensitively to children's questions, when appropriate alerting parents. Children are taught to respect the individual person. Homophobic bullying is discussed at a level appropriate the age of the children.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty and sex; however, this is not always the case.

### Assessment, Reporting and Recording

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in their Personal, Social, Health and Citizenship Education (PSHCE) scrapbooks.

### Equal Opportunities

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

### Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through RSE are dealt with according to our child protection procedures

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## Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence but they cannot guarantee confidentiality. If a child makes 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 our Safeguarding and child protection policies.

If a child asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer. This may be through individual work or discussion with the child.

If the staff member is concerned, they will refer it to the Designated Safeguarding Lead (DSL) who can discuss the matter with the parent, or follow appropriate procedures. In upper Key Stage 2, classes will use a question box so that they can ask questions anonymously.

## Working with parents

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

- Informing parents about the school's RSE policy and practice;
- Answering any questions that parents may have about the RSE of their child;
- Allowing parents to view materials which will be used to support this area of their child's education;
- Advising parents on how they can answer questions about RSE with their children at home.
- Supporting parents in helping children cope with the emotional and physical aspects of growing up
- Making alternative arrangements for pupils who are withdrawn from RSE lessons and providing DfEs materials for parents who choose to withdraw their children.

## Right of withdrawal

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. If a parent is considering such a course of action they should, in the first instance, contact the child's teacher and then, if necessary, the head teacher.

## Monitoring and Evaluation

The monitoring of Relationships and Sex education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

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This policy should be read in conjunction with the: Curriculum Policy, Safeguarding Policy & Child Protection Policy.

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