

Vision Academy Learning Trust



RSE POLICY

The Links Primary School

VERSION

2

DATE of next review:

05.09.2024

Aims

The Aims of Relationship and Sex Education (RSE) at The Links Primary School are to;

- Provide a framework in which sensitive discussion can take place.
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations, protect themselves and to know how to ask for help and support.

The Links Primary School considers Relationships and Sex Education to be an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer children a structured and diverse programme which covers human development, sexuality, relationships and family life. The programme will be covered sensitively and delivered matching the children's level of maturity.

Statutory Requirements

RSE is not compulsory in primary schools. At The Links Primary School we follow the National Curriculum for the delivery of RSE.

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the statutory science curriculum.

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

At The Links Primary School we teach RSE as set out in this policy.

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Policy Development

This policy has been developed in consultation with staff, Governing Body and parents. Consultation and policy development process involved the following steps;

1. Review: Member of staff (K.Barr) collated all relevant information.
2. Staff Consultation: All school staff given the opportunity to explore the policy and suggest recommendations.
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Ratification: Once amendments were made the policy was shared with Governors and ratified.

Definition

RSE is primarily concerned with exploring the emotional, social and cultural development of children and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

The RSE curriculum is securely embedded within our PHSE curriculum. This is set out in Appendix 1. However, this is fluid and will be adapted as and when necessary.

We have developed this curriculum considering the age, needs and feelings of the children. If children are curious and ask questions outside the scope and content of this policy, staff will respond in an age appropriate manner so that children are fully informed.

Primary Sex Education will primarily focus on:

- Sexual differences and naming body parts.
- Preparing both boys and girls for the changes that adolescence brings.
- Exploring the impact of puberty on the body and the importance of physical hygiene.
- Understanding that menstruation and wet dreams are a normal part of growing up.
- How a baby is conceived and born, considered in the content of relationships.
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PHSE) curriculum. Biological aspects of RSE are taught within the Science curriculum. Children will also receive stand-alone Sex Education sessions delivered by a trained Health Professional.

RSE incorporates the development of self-esteem and relationships and therefore, learning does not solely take place through the taught curriculum but in all areas of school life. It is paramount that all staff have responsibility to implement and promote this policy throughout school when dealing with children.

It is the responsibility of the class teacher to deliver RSE to children. The class teacher will answer and reply to children's questions honestly and openly with sensitivity. Teachers will ensure that accurate and balanced information is provided which considers different faith views and the avoidance of any negative impressions.

Across all Key Stages learning is taught within the content of family life, ensuring that no stigma of children based on their home circumstance (single parent families, LGBT parents, adoptive/foster families), alongside sensitivity for those children who may have a different structure of support.

Across all Key Stages children will be supported in developing;

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision making.
- Self respect and empathy for others.
- Recognising and maximising healthy lifestyles.
- Managing conflict.
- Discussion and group work.

These skills are taught within the context of a family life.

Roles and Responsibilities

The Governing Body

- The Governing Body has approved the RSE policy and hold the Head Teacher accountable for its implementation.

The Head Teacher

- The Head Teacher is responsible for ensuring RSE is taught consistently across the school and for managing requests to withdraw from non-statutory components of RSE.
- The Head Teacher ensures that staff are given sufficient training in order to teach effectively and handle difficult issues with sensitivity.
- The Head Teacher monitors the policy and reports on its effectiveness.

Staff

All staff are responsible for:

- Delivering RSE in a sensitive manner.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the individual needs of the children.
- Responding appropriately to children whose parents wish to withdraw from non-statutory components.

Staff responsible for the teaching of RSE.

Mrs R. Jones
Mrs R. Kay
Mrs A. Cain
Mrs A. Faulkner

Mrs J Beecher
Mrs J. Hutchinson

Miss S. McLoughlin

Mrs K. Barr
Miss K. Barron

Mrs A. Mitchell

Children

- All children are expected to engage fully in RSE. They are expected to treat their peers with respect and sensitivity when discussing issues relating to RSE.

Parents

It is our aim to build supportive relationships with parents and carers through a mutual understanding, trust and cooperation.

In promoting this we will:

- Inform parents of the RSE policy and practise.
- Answer any questions parents/carers have regarding their child's RSE.
- Address any issues parents/carers raise regarding this policy or RSE arrangements in school.

Parents Right to Withdraw

Parents have the right to withdraw their children from the **non-statutory** components of RSE. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn.

The RSE policy will be shared with any parents who wish to withdraw their child.

Confidentiality

Sex Education lessons are consistently conducted in a sensitive manner. However, if a child discloses having been involved or refers to being likely to be involved in sexual activity the teacher will deal with it as outlined in the Child Protection and Safeguarding Policy.

Staff will be responding similarly if a child indicates that they may have been a victim of abuse or exploitation. If any member of staff has concerns they will refer these to the Designated Safeguarding Lead (Miss C Briston).

SEND and Equal Opportunities

Children with Special Educational Needs will be given the opportunity to fully participate in RSE lessons. To ensure all children gain full understanding, where necessary, a differentiated programme will be provided.

The RSE programme will be delivered to all children, regardless of gender, race or disability.

Monitoring Arrangements

The delivery of RSE will be monitored by Mrs K. Barr. This will be conducted through learning walks, monitoring of PHSE Evidence books and the voice of the child. Children's development in RSE will be closely monitored by the class teacher as part of the internal assessment system.

This policy will be reviewed by Mrs K. Barr and Miss C Briston annually.

Appendix 1

THE LINKS PRIMARY SCHOOL PROPOSED RSE CURRICULUM

MAP

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 1	AUTUMN	<p>RELATIONSHIPS (PHSE CURRIULUM)</p> <ul style="list-style-type: none"> How to develop and maintain healthy relationships. Family relationships. Recognise and manage emotions within different relationships. Identify risky or negative relationships (including bullying and abuse). Consideration for those who are different. <p>ANIMALS INCLUDING HUMANS (SCIENCE CURRICULUM).</p> <ul style="list-style-type: none"> Name and label basic parts of the body including, penis, testes and vagina. 	<p>Yasmine and Tom Friendships and Feelings</p> <p>Different Families</p> <p>My Brilliant Body</p> <p>Keeping Clean</p> <p>Naming Body Parts</p> <p>Keeping Safe</p>
YEAR 2	AUTUMN	<p>RELATIONSHIPS (PHSE CURRICULUM)</p> <ul style="list-style-type: none"> How to develop and maintain healthy relationships. Family relationships. Recognise and manage emotions within different relationships. Identify risky or negative relationships (including bullying and abuse). Consideration for those who are different. <p>ANIMALS INCLUDING HUMANS (SCIENCE CURRICULUM).</p> <ul style="list-style-type: none"> Value their bodies and monitor what they put into it Understand the need for exercise and rest to keep healthy Know the range of options open to them, e.g.: food, games and activities Understand that animals including humans have babies which grow into adults 	<p>Yasmine and Tom Friendships and Feelings</p> <p>Different Families</p> <p>My Brilliant Body</p> <p>Keeping Clean and Taking Care of Myself</p> <p>Naming Body Parts</p> <p>Keeping Safe</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 3	AUTUMN	<p>RELATIONSHIPS (PHSE CURRICULUM)</p> <ul style="list-style-type: none"> • Recognise and challenge gender stereotypes • Recognise that families are different and to challenge stereotypes about families • Respect the views of their peers, parents, teachers and people of different faiths and cultures • Understand that there are many social groups in society in terms of culture, religion, age, etc. • Know that people live their lives in different ways and that different cultures may have different life patterns • Respect other people's feelings, decisions, rights and bodies. • Know that everyone has human rights • Recognise the difference between males and females including body parts. 	<p>Yasmine and Tom</p> <p>Gender Stereotypes and Aspirations</p> <p>Families and Getting on with Family</p> <p>My Personal and Private Body Parts.</p> <p>People Who Can Help Us</p>
YEAR 4	SPRING	<p>MENTAL HEALTH AND WELLBEING (PHSE CURRICULUM)</p> <ul style="list-style-type: none"> • Importance of physical, mental and emotional health. How are they connected? • Managing change, including physical changes in the body, including puberty. • Learn about the physical and emotional changes associated with puberty • Understand and describe the main stages of the human life cycle • Identify some basic facts about puberty, reproduction and pregnancy. 	<p>Yasmine and Tom</p> <p>My Personal and Private Body Parts.</p> <p>Me, Myself and I</p> <p>People Who Can Help Us</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
YEAR 5	SPRING	<p>MENTAL HEALTH AND WELLBEING (PHSE CURRIULUM)</p> <p>Know how changes at puberty affect the body in relation to hygiene</p> <p>Know ways to get help during puberty</p> <p>Know that body changes are a preparation for sexual maturity, including menstruation and wet dreams</p> <p>Be able to discuss and ask questions about changing bodily needs in single sex groups</p> <p>Appreciate the importance of friendship in intimate relationships</p> <p>LIVING THINGS AND THEIR HABITAT (SCIENCE CURRICULUM)</p> <p>Describe how some animals and plants reproduce and the differences in life cycles</p>	<p>Yasmine and Tom</p> <p>Keeping safe – Safe and Unsafe Touch</p> <p>Keeping Safe – Online Images</p> <p>Changes at Puberty</p> <p>Periods (Menstruation)</p> <p>Wet Dreams and Masturbation</p>
YEAR 6	SUMMER	<p>RELATIONSHIPS (PHSE CURRICULUM)</p> <p>Think about making new relationships as they get older</p> <p>Understand about parenthood and, if they wish to marry, having the right to choose who they marry</p> <p>Know about human sexuality and that it is expressed in different ways,</p> <p>Understand what it means and have some words to describe it</p> <p>Appreciate different ways of loving and its importance to a range of relationships</p> <p>Different types of relationships, including marriage and civil partnership between two people of the same or opposite sex</p> <p>Answer each other's questions about sex and relationships with confidence and know where to find support advice.</p> <p>Sexual Intercourse</p>	<p>Yasmine and Tom</p> <p>Keeping safe – Safe and Unsafe Touch</p> <p>Keeping Safe – Online Images</p> <p>Making Babies- Sexual intercourse</p> <p>Identity and Prejudice</p> <p>Equality and the Law</p> <p>Getting Help</p>