



KING'S STANLEY C OF E PRIMARY SCHOOL

WHERE WE CARE ABOUT LEARNING AND EACH
OTHER

King's Stanley C of E Primary School RSE Policy

Written by: Mrs Mel Turner: November 2020
Reviewed: November 2022

Contents

DEVELOPING THE RSE POLICY	2
LINKS TO OTHER POLICIES	2
WHAT IS RSE?	3
WHY RSE?	4
STATUTORY REQUIREMENTS	4
EQUAL OPPORTUNITIES	4
A WHOLE SCHOOL APPROACH	5
THE TAUGHT RSE PROGRAMME	5
MONITORING AND EVALUATION	7
SAFEGUARDING AND CONFIDENTIALITY	7
SUPPORT AVAILABLE TO PUPILS	8
POLICY REVIEW AND DEVELOPMENT PLAN	8
11. APPENDIX A - OUTCOMES FOR THE END OF PRIMARY SCHOOL PUPILS	
12. APPENDIX B – LONG TERM PLAN FOR RSE/RHE	
13. APPENDIX C – RSE/RHE GROUND RULES	

Developing the RSE Policy

This RSE policy has been written by the PSHE lead at King's Stanley C of E Primary School, in consultation with the headteacher, staff and governing body. Parents and teachers were also consulted before the policy was agreed and ratified. The children's and families' needs, in the context of local and national issues, were considered and the content of the policy and curriculum have been brought into line with the new DfE requirements for Primary Relationships Education, which will become statutory from April 2021.

The policy will be available to read on our school's website and a hard copy will be available, on request, at the school office.

Links to Other Policies

King's Stanley C of E Primary School will consider Relationships and Sex Education (RSE) when developing other policies, in particular:

- Accessibility
- Anti-Bullying, Equality and Hate
- Attendance
- Behaviour
- Complaints
- Confidentiality
- Data Protection
- Acceptable User
- Intimate Care
- Medical Needs
- Offsite visits
- Personal, Social, Health and Economic Education (PSHE)
- Pupil Premium
- Safeguarding
- Safer Recruitment
- Special Educational Needs and Disabilities
- Spiritual, Moral, Social and Cultural Education (SMSC)
- Teaching and Learning
- Whistleblowing

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 their sexual health and wellbeing

In line with the DfE 2019 Guidance, the focus of RSE at King's Stanley C of E 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 Relationship Education have been divided into five sections:

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

Please see Appendix A for further details of the end of Primary Education outcomes taken from the DFE Statutory framework.

As a primary school, we at King's Stanley have decided to refer to RSE as RHE (Relationships and Health Education) as there is more of a focus on Relationships and Health in the Primary Curriculum. Any elements of 'Sex education' is mostly covered in the statutory Science curriculum and any other Sex Education will be referred to as this.

Why RSE?

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 at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be more discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2019 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum, and our RSE/RHE curriculum at King's Stanley C of E Primary School is key to this provision. This may include covering relevant issues through Relationships Education, through Personal, Social, Health and Economic education (PSHE) and

through other subjects (e.g. benefits of exercise in PE and staying safe online in ICT). 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 Requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020 (extended to April 2021 due to COVID19). Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the Department for 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 in some plants and animals.

At King's Stanley, 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, King's Stanley C of E Primary School's approach to RSE/RHE 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 and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual.

Special educational needs

We shall take 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/RHE 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 school's 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/RHE lessons and also play an important (formal or informal) pastoral support role with pupils. They will have access to information about the RSE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE/RHE provision and policy.

Parents/carers have a legal right to have information about the school's RSE/RHE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. The class teacher or PSHE subject leader would be willing to work with them at any point. However, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. As stated in section 3 above, they 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.

Outside agencies and speakers may be involved in contributing to RSE/RHE 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/RHE Programme

We follow the SCARF RSE programme which is a graduated, age-appropriate programme. Some further elements of RSE are taught through other areas of the PSHE programme, through our School values and some through science, PE and ICT.

The planning document in Appendix B outlines the content of RSE/RHE that will be taught in each year group. As a school, King's Stanley have adapted some of the suggested planning units from SCARF and moved them to different year groups based on the needs of our children.

The terms that these units are taught will be adapted based on the year group's topics but this table shows the coverage for the whole year for every year group.

As a school we have decided to formally teach the labelling of external reproductive body parts in Year 3. However, if the need arises to talk about these body parts in the Infants (for example when talking about breast feeding as part of the 'How I have changed since I was baby' unit), the correct vocabulary (breasts, penis and vulva) will be used. By using the correct body part names, it can take away the stigmatism and silliness around using these terms and also can help us to safeguard children as they are able to use the correct vocabulary.

The main RSE/RHE programme will be taught alongside PSHE lessons. In addition, certain biological aspects will be taught through science lessons and further elements of RSE will arise in other areas of the curriculum.

Should a teacher be absent, the biological aspects of RHE would not be taught by a short-term supply teacher.

When the biological elements of RSE are being taught, parents will be advised of this beforehand and invited to come and see the resources that will be used in class.

Ground rules Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE/RHE. To this end, ground rules are always agreed upon to provide a common values framework within which to teach. At King's Stanley we use the GHLL Ground rules for RHE (see Appendix C) and these will be shared at the beginning of every RHE lesson. 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.

Answering difficult questions When delivering the 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 discussion on a one-to-one basis or in small groups. Schools 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. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At King's Stanley C of E Primary School we believe that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.

- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling 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 which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- 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 question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

Confidentiality and Safeguarding

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

Good RSE practice allows children an open forum to discuss potentially 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 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. In addition the school offers nurture provision (through day to day support, lunchtime nurture club and The Hub) and the PSHE lead and SENCO has had Mental Health First Aid training. The school also employs a Family Support Worker who can provide extra support for pupils and parents. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies such as TIC. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

Policy Review and Development Plan

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

Appendix A - End of Primary Education outcomes taken from the DFE Statutory framework.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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.
	<ul style="list-style-type: none"> • 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. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.

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

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 B - King's Stanley C of E Primary School RHE planning



 PSHE and wellbeing long-term plan - including DfE statutory requirements for Relationships Education and Health Education

Year	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	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Body changes during puberty Keeping safe
Y4	Recognising 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	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	Menstruation Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour.	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

Ground Rules for RSE



*No one will be expected
to answer a personal question*



*No one will be forced to take part in a
discussion; everyone has the right to opt out*



*Only the correct names for
body parts will be used*



*The meanings of words will be
explained in a sensible and factual way*



Everyone will listen and respect each other



*Other people's secrets are
not ours to share*

