RSE POLICY

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Context

1.1 Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It should equip young people with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education will enable young people to explore their own attitudes and those of others respectfully.

1.2 Context of Wider PSHE

Sections 34 and 35 of the Children and Social Care Act 2017 introduced new legislation making relationships education compulsory from September 2020 for all pupils receiving primary education. Health education is also compulsory in all but independent schools.

The school must also comply with the Equality Act 2010 and its Public Sector Equality Duty (PSED), under s.149 of the equality Act 2010.

We recognise that Relationships and Sex & Education is best delivered as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example; developing as a Healthy School, social skills interventions, road safety - including the Junior Road Safety scheme, peer mentoring, nurture groups, Head Pupils and an active School Council to promote pupil voice.

1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

Our work in RSE is set in the wider context of our school values and ethos:

Our vision is for all children to be…
confident individuals, successful learners and responsible citizens
… who are well equipped for future life, whatever that may hold.

To achieve the above vision, we aim to:

- promote high aspirations in every child, encouraging determination and perseverance so they can confidently engage with the challenges of adult life

- inspire and enthuse children, through an enriched curriculum, to be active participants in their learning
- develop independence through the provision of well-resourced and accessible learning environments
- help our children to learn to respect themselves and others, sharing and celebrating successes and achievements of all members of the school community
- promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- provide opportunities to develop new skills and talents
- set and reinforce boundaries so children feel able to make positive choices in learning and behaviour, within a healthy, safe and caring environment
- work closely and in partnership with parents
- be reflective and responsive to the needs of our school community
- Have fun and be happy!

As a church school, at Capel St Mary we also seek to encourage the spiritual, social, moral and cultural development of the school family by embedding Christian values into the ethos of school life, knowing that 'God is always with us'.

Specifically, in relation to RSE we seek to enable our children to:

- understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict
- develop a healthy self-esteem and respect for their bodies and the bodies of others
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- recognise and avoid exploitative relationships
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and develop the skills required to enable them to communicate with trusted adults and keep themselves safe, understanding they have rights over their own body
- be prepared for puberty and the emotional and physical effects of body changes
- understand the process of human reproduction
- promote the growth and development of gender equality, discuss gender roles and challenge gender stereotypes
- have opportunities throughout their schooling to address RSE in an age-appropriate way accessing additional advice and support, also taking account of their physical and emotional maturity
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop communication skills – speaking, listening, negotiating and assertiveness
- understand the importance of sexual activity as part of a committed, long-term, and loving relationship/marriage
- understand the attitudes and skills needed to maintain their sexual health
- keep safe in friendships and relationships, including online

2. Implementing Our Policy

2.1 Inclusion

We understand the importance of ensuring that all children in our school receive the appropriate level of RSE. We will carefully consider special educational needs and disabilities, gender, sexual orientation, age, religion, cultural and linguistic ability, when planning and delivering RSE.

Our schools celebrate diversity and promote equality as a key principle to ensure nobody is disadvantaged, irrespective of their gender, ethnicity, disability, religious beliefs/faith, sexual orientation, age or any of the other protected characteristics.

Our Relationships Education programme is tailored for those with special educational needs and disabilities. We recognise that those with SEND are often more vulnerable to harm and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safe. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning, we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards ourselves and one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law is explained in age appropriate ways.
- Where pupils come from families with different cultural or religious views about the family, relationships and /or behaviours, we will include these views to ensure that they are represented on an equal basis.

- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that all children can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage mutual respect and we will outline and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- We will provide opportunities to discuss and reflect on local issues, such as County Lines and how relationships can be used for exploitation.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to help prevent Female Genital Mutilation (FGM).

All staff are aware of the Child Protection & Safeguarding policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education in seeking their views about appropriate ages for particular topics, to share relevant views and beliefs and

to consider the suitability of the school's aims for Relationships Education, whilst highlighting the statutory requirements.

Some parents/carers and pupils have already been consulted directly through surveys and meetings. Parents/carers and pupils have also been represented by a working party, pupil council and focus group.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education, (outside of those areas of biology and reproductive aspects that are required to be included in the science curriculum). We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education and sex education have access to a wealth of information online and to a specialist Suffolk County Council practitioner.

3.2 Responsibilities for Curriculum Delivery and Policy implementation.

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- Class teachers will primarily deliver the RSE curriculum.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Lead.
- The PSHE Lead is responsible for monitoring, reviewing and evaluating RSE delivery at our school with support from the Headteacher and governors. The PSHE Lead reports to the Headteacher, who is responsible for ensuring that RSE and Health Education have high status in school and that this is central to the school's vision and ethos.
- Staff will be assisted in their planning and delivery of RSE by the PSHE Lead who will assist with the provision of lesson plans and activities for colleagues, collate assessments, liaise with external PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors are responsible for ensuring that the RSE Policy is implemented and understood by staff and for monitoring outcomes in accordance with government guidance, assisted by the PSHE Lead and Headteacher.

3.3 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age, as well as their physical and emotional maturity. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.4 Working with Governors

This policy has been developed with governor involvement and approval, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy is available on the school's website. A link governor for PSHE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

- pupils make good progress in RSE in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- liaise with the PSHE Lead to provide support and obtain regular feedback
- the quality of provision is subject to regular monitoring and effective self-evaluation
- teachers, support staff and governors receive appropriate CPD, INSET and ongoing support
- RSE teaching is delivered in a way which is accessible to all pupils, including those with SEND
- clear information is given to parents/carers
- the subject is sufficiently resourced in line with other subjects, supported and taught in a way which enables the school to fulfil its statutory requirements.
- due regard is given to the statutory guidance and an up-to-date RSE policy is on the website

3.5 Communicating with Parents/carers

Parents and carers have the primary role in supporting their children through the emotional and physical aspects of growing up, including providing guidance on relationships. We recognise that children may feel more comfortable to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We encourage this partnership by:

a. Informing parents and carers by letters and share information of coverage of RSE topics.

b. Inviting parents to learn more about the approach used in RSE.

c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed.

d. Sharing the RSE Policy on the school's website.

e. Informing parents and carers about the RSE programme as their child joins the school through the school website.

f. Providing supportive information about parents' role in RSE.

g. Inviting parents to discuss their views and concerns about RSE on an informal basis.

h. Encouraging children to discuss fully the content of their lessons with parents/carers.

i. Sharing details of our curriculum on our website.

j. Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- Visitors will be made aware of the content and principles of this Policy, where appropriate, prior to their visit.
- All RSE lessons will be planned in direct liaison with the PSHE Lead / class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator / class teacher beforehand.
- The contributions of visitors will be regularly monitored, recorded and evaluated.

4. Curriculum Organisation

Our Relationships Education Curriculum (see appendix 7.3) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, growth mindset approaches, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the

wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the students who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE Lead/Designated Safeguarding Lead.

In some cases, the question may reach beyond the planned curriculum for Y6 and the question may not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information immediately to the DSL, in line with the school Child Protection & Safeguarding Policy.

a.) **Sexually Active Pupils:** There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The member of staff will immediately inform and seek advice from the DSL.

b.) **Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Anti-bullying and Friends and Family

See appendix 7.4. for Anti-bullying Policy link.

4.3 Relationships and Sex Education (RSE)

RSE learning combines elements of Relationships Education (e.g. learning about families, friendships, relationships, personal safety and emotional wellbeing) with aspects of Health Education (e.g. mental wellbeing, internet safety and harms, physical health & fitness, healthy eating, drugs, alcohol & tobacco, health and prevention, basic first aid, the changing adolescent body as well as learning about the spread of illnesses). This combination offers the best location for our provision of the non-statutory areas of sex education. Relationship and Health Education are compulsory at primary school level, as is Sex Education taught within Science under the national curriculum (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort, for example if a child in Year 4 appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may exceptionally use single-sex groups, (whereas, as previously noted, we normally have mixed gender groups), or small group teaching where this will help us to meet the needs of particular children more effectively. We will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources, leaflets and videos thoroughly before using them.

We will select resources which:

- are consistent with our curriculum for RSE.
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation

- do not show unfair bias e.g. towards a commercial product, religious viewpoint
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships & Health Education.

4.5 Safe and Effective Practice

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- Staff are unable to offer or guarantee absolute confidentiality and pupils must be aware of this.
- We will reassure children that staff will always act in their best interests and that this will involve sharing information with the DSL if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. In classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of the half termly pupil self-assessment and reflection and also the teacher knowledge organiser assessment sheet. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHE Lead will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

We will ask the children to record key learning activities in a PSHE Book, which follows them through school, to show their development and progress. Their self-assessment sheets (cold tasks) will be stuck within these books at the start of the unit and be referred to throughout the unit when each new objective is taught. The children will then complete a self-assessment sheet (hot task) at the end of each unit taught.

The PSHE Lead will liaise with the Governing Board, or designated RSE Governor to enable the latter to monitor and review pupil outcomes.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends to learning about sexual reproduction in 'some plants and animals', required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as

part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have a taken into account the DfE's guidance that all primary schools have a Sex Education programme and we understand that those areas outside of the Science national curriculum are not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way.

5.4 Delivery of the Sex Education Curriculum

Sex Education is delivered as part of our topic called Relationships and Sex Education (RSE), by a teacher who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Children are encouraged to discuss the content of the lessons with their parent(s)/carer(s).

Teachers will be offered training and support to develop their skills and to learn from others where needed.

5.5 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all Sex Education delivered as part of statutory RSE, but not from Sex Education taught within Science lessons under the national curriculum, which will include biology and reproductive aspects. Relationships Education and Health Education are compulsory. Before granting any exclusion request, the Headteacher/PSHE Lead will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home. The Headteacher will seek assurances that their child will receive this element of their education to avoid misunderstandings if the child were to hear a version from peers, rather than from their teacher.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE Lead/Headteacher. The Governing Board will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Headteacher, the PSHE Lead, parent/carer and pupil feedback to inform judgements about effectiveness and the achievement of making good progress in achieving expected outcomes for RSE.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views, comments and concerns of parents/carers, the level of pupil withdrawal from Sex Education.

6.1 Linked Policies

Child Protection & Safeguarding

Equality

Anti-bullying

Behaviour

Curriculum

Reviewed – November 2021

Next Review Date November 2023

7. APPENDICES

7.1 Linked National Documents

RSE is part of the wider agenda of promoting positive relationships and personal and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

Transforming Children and young people's Mental Health Provision July 2018

Keeping children safe in education, including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

The link between pupil health and wellbeing and attainment 2014 Public Health England

This policy draws on and is informed by the following national and local documents:

Sex and Relationships Education for the 21st Century' (Brook, PSHE Association, Sex Education Forum)

National Curriculum (DfE 2014)

Sex and Relationship Education Guidance (DfEE 2000)

Not Yet Good Enough (Ofsted 2013) (report on PSHE)

Programme of Study for PSHE Education (PSHE Association)

Health-Related Behaviour Survey 2016 SHEU

'It's just everywhere' Sexism in Schools Report December 2017

Sexting in schools and colleges: Responding to incidents and safeguarding young people UKCISS

RSE and Health Education

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21st Century'.

Equality Act 2010

7.2 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access high quality, up-to-date, accurate information, resources and training
- Mutual
- understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date information about RSE policy, delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

7.3 Our RE Curriculum

Please see the attached RE Curriculum overview link on our website:

https://www.capel-st-mary.suffolk.sch.uk/religious-education/

We follow the Emmanuel Project Long Term Plan- Suffolk agreed syllabus for RE.

7.4 Our Anti-bullying Policy

Please see the attached Anti-bullying policy link on our website:

https://www.capel-st-mary.suffolk.sch.uk/anti-bullying-policy/

7.5 The Curriculum for RSE

Foundation Stage (Age 4 - 5)

Early Learning Goals (2021)	**Personal, Social & Emotional Development:** **Self-Regulation** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. **Understanding the World** **Past & Present** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture & Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me?	• What differences and similarities are there between our bodies? • How can I look after my body and keep it clean?	• What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

• To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To understand ways in which their body has changed since they were a baby. • To understand how members of their family and other trusted people care for and look after them.	• To recognise similarities and differences between the bodies of girls and boys. • To understand ways of looking after their body and keeping it clean.	• To understand and value what their bodies can do. • To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. • To recognise how growing up makes them feel.

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is unsafe?	• How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good?	• What things are especially important to my family and me? • What do I think I have to keep safe from?

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	• about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls	• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• **What are the names of the main parts of the body?** • **How can I keep my body clean?** • **How can I stop common illnesses and diseases spreading?** • **How do babies change and grow?** • **What do babies and children need?**	• What can my body do? • **How have I changed since I was a baby?** • What are my responsibilities now I'm older?	• Do I understand how amazing my body is? • When am I in charge of my actions and my body?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

• **To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.** • **To know how to keep themselves clean.** • **To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.** • **To know that humans produce babies that grow into children and then into adults.** • **To understand the needs of babies and young children.**	• To describe what their bodies can do. • **To consider the ways they have changed physically since they were born.** • To consider their responsibilities now and compare these with when they were younger.	• To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is.

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be?	• Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change?	• How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

Key Stage 2 (Year 3/4)

Statutory Science Curriculum	• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread	• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• **How are males and females different and what are the different parts called?** • **What are the main stages of the human life cycle?** • How do different illnesses and diseases spread and what can I do to prevent this?	• Why is it important to keep clean? • What am I responsible for now and how will this change? • What can I do for myself to stay clean and how will this change in the future?	• What can my body do and how is it special? • How do parents and carers care for babies? • What does it mean to be 'grown up'?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

• **To understand the physical differences between males and females.** • **To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.** • **To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.** • **To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread** and how they are able to reduce this.	• To understand the benefits of carrying regular personal hygiene routines. • To consider their responsibilities and how these have changed and how they will change in the future. • To consider who is responsible for their personal hygiene now, and how this will change the future.	• To value their own body and recognise its uniqueness. • To consider the responsibilities that parents and carers have for babies and children. • To investigate perceptions of being 'grown up'.

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What risks are there to my safety, my friendships and my feelings? • What are some of the different lifestyles and beliefs people have? • When might I need to break a promise or tell a secret? • What changes have I already experienced and might I experience in the future?	• How can I communicate my emotions? • How can I cope with difficult emotions? • How do I cope when relationships change?	• How can I have a healthy lifestyle? • How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Y5 describe the life process of reproduction in some plants and animals. • Y5 describe the changes as humans develop to old age.
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread	• that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • how their body will change as they approach and move through puberty • to recognise how images in the media do not always reflect reality and can affect how people feel about themselves • about human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• **What are male and female sexual parts called and what do they do?** • **What happens to the bodies of boys and girls when they reach puberty?** • **How can the spread of viruses and bacteria be stopped?** • What is HIV? (ref 'Sex and Relationships' Ofsted 2002 (HMI 433)) • **How are babies made?**	• **How can I keep my growing and changing body clean?** • How can I express my feeling positively as I grow up? • What should adults think about before they have a baby?	• What influences my view of my body? • What are families like? • When am I responsible for how others feel?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

• **To identify male and female sexual parts and describe their functions.** • To know appropriate terminology for use in different situations. • **To know and understand about the physical changes that take place at puberty, why they happen** and how to manage them. • To understand that physical change happens at different rates for different people. • **To know and understand that safe routines can stop the spread of viruses** (including HIV) **and bacteria**. • **To know about the facts of the human lifecycle, including sexual intercourse.**	• To know about new aspects of personal hygiene relevant to puberty. • To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. • To have a basic awareness of responsible parenting choices.	• To understand how the media, families and friends can influence attitudes to their bodies. • To consider how they have some responsibility for the feelings and well-being of others. • To consider the need for trust and love in marriage and established relationships. • To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.

Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
• What are the different consequences for taking physical, social and emotional risks? • What does being healthy mean and what are the benefits? • What different kinds of families are there? • How are my friendships and relationships changing?	• How do I manage strong emotions? • How do I recognise how other people feel and respond to them? • How can I share my views effectively and negotiate with other's to reach agreement?	• How can I show respect for different views, lifestyles and beliefs? • What can I do when I realise I'm in a bad mood? • When am I responsible for my personal safety?

7.6 Vocabulary used within RSE

School is a place where all children should be able to develop good communication skills, confidence, positive body image and strong personal safety skills. RSE is one vehicle for enabling children to develop these skills in a safe and supportive environment. We know that having names for things is a way we can comfortably bring them into our experience and feel connection with them and a certain amount of control over them.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body, is a sensitive topic. Many people can personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence. However, we seek to explain how the sensitive, age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion and questioning and the development of strong personal safety skills.

All schools hold in common some very basic aims that children will learn to value themselves and their bodies, communicate their feelings and emotions, engage in positive and rewarding relationships and to keep themselves safe. The sensitive, age-appropriate use of scientific vocabulary for sexual parts supports these aims. The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of these aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies.

'Research with children has shown that they are often confused in their understanding of their bodies and how they work. It is important that teachers use correct terms when introducing new topics. Family names or common names (for sexual parts) can be acknowledged, but it is good practice to use words such as ovum and sperm (new terms for new concepts). Early and accurate naming of children's body parts is vital.

If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection. Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves.

('SRE for Primary aged children' 2002, Sex Education Forum publication)

Young children will, of course, use familiar words from home to describe their body parts. These words should be acknowledged and used alongside the scientific words until children are able to use the scientific words confidently. When children use words for sexual parts which are offensive, their offensive nature should be explained and the situation monitored, e.g. 'That word does describe the penis, but lots of people find that word rude and they are upset when they hear it. Can you think of another word which is not rude?'

The following table shows the range of vocabulary which will be taught in each of the RSE units of work in the Primary Personal Development Programme.

Year group	Key areas of learning	Feelings/relationships	Body parts and processes		Other
Foundation	External body parts	Range of feelings words *e.g. happy, pleased,* *calm, sad* baby child girl boy	size shape range of simple external body parts *e.g. hands, head, teeth* penis testicles vulva bottom		range of action words *e.g.* *run, jump* growing up germs
Year 1 and 2 (KS1)	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts *e.g. stomach, chest*		male female man woman teenager adult
Year 3 and 4 (KS2)	External body parts Differences between male and female	love dependent independent	breast nipple anus		toiletries bacteria infection hygiene
Year 5 and 6 (KS2)	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube clitoris ovary ovum vulva vagina uterus ovulation sperm scrotum	sperm duct seminal vesicle urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy	sanitary towel tampon body odour deodorant

Other vocabulary used:

As part of our work on relationships, we will be discussing the role families play in providing a nurturing environment for children. Children will be encouraged to acknowledge the wide diversity of families including single parents, LGBT parents, families headed by grandparents, foster parent/carers etc. This will be done in a sensitive way to ensure all home circumstances are acknowledged and celebrated.

Throughout this discussion, children may be introduced to vocabulary around relationships at an age appropriate level, and more frequently in KS2. For example the terms same sex relationship, gay, lesbian, transgender, sexual orientation, homophobia, sexism, stereotypes, sexual harassment.

7.7 PSHE Cambridgeshire Units of work.

Please see attached link to the frameworks for the PSHE Cambridgeshire Units that are followed by each Key Stage. These are followed across a 2-year cycle. They also show the links to RSE and Health education.

https://www.capel-st-mary.suffolk.sch.uk/pshe-including-relationships-and-sex-education/