



# Sedbergh Primary School

## Relationship and Sex Education (RSE) Policy

Approved by: *Peter Irvine*

Date: *8<sup>th</sup> February 2021*

Review Date: *February 2023*

### REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	February 2017
Version 2	Annual update and review	February 2018
Version 3	Update and review	February 2019
Version 4	Update and review	February 2021

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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## **Rationale**

Sex and Relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

This policy was written and updated in collaboration with parents, carers and families, and school staff and in accordance with the DfE guidance documentation 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (*issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996*) and supplementary guidance issued by the Corum Life Education and the PSHE Association. This policy should be read in conjunction with the following policy documents:

- Child Protection Policy
- Teaching and Learning Policy
- SEN (including most able) Policy
- Single Equalities Policy
- Science Policy
- Religious Education Policy
- Online Safety Policy and Procedures
- PSHE Policy

## **What is Relationship and Sex Education (RSE)?**

At Sedbergh Primary School we see the core of the relationship and sex education to be concerned with enabling children to value themselves and their bodies, foster respect, love and care of others, understanding and valuing participation in stable and loving relationships, including marriage and wider family life, and tolerance of others' relationship decisions. We also see it as teaching how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

### **At Sedbergh Primary School, we will aim to:**

- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically
- Set high standards of achievement and to have high expectations of all children
- Provide a broad and well taught curriculum where children have many wide and varied experiences
- Continue to work in close partnership with parents and the wider community
- Give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community

### **Relationship and Sex Education (RSE) in our school aims to:**

- Help and support children through their physical, emotional and moral development
- Help children to develop the skills and understanding they need to live confident, healthy and independent lives

- Provide accurate information and help children develop skills to enable them to understand difference and respect themselves and others, and for the purpose of preventing and removing prejudice
- Promote spiritual, moral, cultural, mental and physical development of children at school, and help prepare them for the opportunities, responsibilities and experiences of adult life
- Enable children to understand human sexuality and to respect themselves and others
- Build resilience, self-esteem and confidence and inform children how they can protect themselves and ask for support
- Equip children with communication and decision making skills to enable them to make wise choices and responsible decisions
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Understand how society works and the laws, rights and responsibilities involved.

### **How RSE is provided?**

In line with national recommendations, RSE at Sedbergh Primary is delivered through PSHE, Science and SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. (An overview of SCARF can be found in our appendices.)

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

RSE is taught to each year group, starting in Reception and may be delivered by outside agencies with specialist health education skills. Information will be delivered with an accepting, honest and non-judgemental approach, which enables young people to contribute, and as deemed age-appropriate.

### **RSE at Sedbergh Primary School will cover the following areas:**

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mind set (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **How is RSE education monitored, evaluated and assessed?**

For each of the six units we carry out a pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor

progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **Working in Partnership with Parents:**

Parents are the key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings

Sedbergh Primary school is committed to working with parents and carers. Parents have the right to withdraw their children from any RSE that falls outside of the statutory National Curriculum.

All parents will be invited to view this policy on the school website, or obtain a paper copy from the school office. Under current legislation schools enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum. Parents are asked to contact the Head Teacher who will be able to discuss any concerns. Additional guidance is available to parents/carers across a variety of state and 3<sup>rd</sup> sector organisations.

### **Confidentiality and Child Protection:**

RSE will take place in a secure and supportive environment however the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering and supporting RSE should be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

### **Equal Opportunities:**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family background.

Special Educational Needs: Teachers at Sedbergh Primary School will ensure that content is differentiated to meet the needs of all pupils.

## Curriculum Delivery and Content

Reception and Nursery		
	Unit Titles	Learning Outcomes
Me and my Relationships	To know what makes them special To know people close to them To learn about getting help	To recognise qualities about oneself and to understand what makes a person special. To understand who is in their family and special people they spend time with To understand who the children can turn to if they have a problem - if something or someone is upsetting them, or making them feel worried or scared.
Valuing Difference	Similarities and difference Celebrating difference Showing kindness	To understand the importance of respecting others even when they are different to themselves To understand the importance of self-respect and how it links with their happiness
Keeping Myself Safe	Keeping my body safe Safe secrets and touches People who help to keep us safe	To consider the ways they have changed physically since they were born To begin to consider the changes that will take place in the future To know that boys and girls are different and to use the correct vocabulary for external genitalia To explain why it is important to keep clean To be able to become more independent e.g. dressing and undressing To understand that families are important for children growing up because they can give love, security and stability. How to recognise and report feelings of being unsafe or feeling bad about any adult.
Rights and Responsibilities	Looking after things: friends, environment, money	To begin to understand about the ways in which we can care for our world To understand why we need money and how to look after it
Being my Best	Keeping by body healthy – food, exercise, sleep Growth Mindset	To understand that hat there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise) and scale of emotions that all humans experience in relation to different experiences and situations. To be able to talk about their emotions To begin to understand what is a healthy diet
Growing and Changing	Cycles Life stages	To know that animals and humans produce babies that grow into children and then adults To know that babies grow inside a female adult To understand how we know things are alive, dead, young and old

Year 1 / 2		
	Unit Titles	Learning Outcomes
Me and my Relationships	Feelings Bullying and teasing Getting help Classroom rules Being a good friend	To know 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. To know 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. To describe who a friend is and what a friend does To demonstrate some skills needed to make and maintain friendships

Valuing Difference	Recognising, valuing and celebrating difference Developing respect and accepting others Being kind and helping others	To understand 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 To Identify some of the physical and non-physical differences and similarities between people; To know and use words and phrases that show respect for other people
Keeping Myself Safe	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety	Identify situations in which they would feel safe or unsafe; To know the body belongs to the person To have considered touches that are comfortable/acceptable and some that are not To know what to do if they are uncomfortable with touches from another To have identified who they can talk to and ask for help
Rights and Responsibilities	Taking care of things: Myself My environment Online safety Looking after money – saving and spending	Describe and record strategies for getting on with others in the classroom. Identify what they like about the school environment; Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money;
Being my Best	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	To see oneself as special, to recognise strengths, abilities and personal characteristics. To have begun to build self-esteem and confidence by looking at their skills and achievements To explain why it is important to keep clean To be able to carry out necessary hygiene routines To understand why exercise and sleep are essential for keeping healthy
Growing and Changing	Life cycles Dealing with loss Being supportive Growing and changing Privacy	To know that human adults may have babies that develop into children and then into adults To know where babies come from To consider the ways they have changed physically since they were born To begin to consider the changes that will take place in the future To know that boys and girls are different and to use the correct vocabulary for external genitalia To become increasingly more independent To consider good secrets and bad secrets

Year 3		
	Unit Titles	Learning Outcomes
Me and my Relationships	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities;

Valuing Difference	Recognising and respecting diversity Being respectful and tolerant My community	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully
Keeping Myself Safe	Managing risk Decision-making skills Drugs and their risks Staying safe online	Identify situations which are safe or unsafe; Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs. Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this.
Rights and Responsibilities	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Identify people who are volunteers in the school community; Identify key people who are responsible for them to stay safe and healthy; Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Understand the terms 'income', 'saving' and 'spending'; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Being my Best	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Develop skills in discussion and debating an issue; Demonstrate how working together in a collaborative manner can help everyone to achieve success
Growing and Changing	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	Identify different types of relationships; Identify when it is appropriate or inappropriate to allow someone into their body space; know the difference between a safe and an unsafe secret; Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty

Year 4		
	Unit Titles	Learning Outcomes
Me and my Relationships	Healthy relationships Listening to feelings Bullying Assertive skills	Explain what we mean by a 'positive, healthy relationship'; Recognise that there are times when they might need to say 'no' to a friend; Define successful qualities of teamwork and collaboration. Recognise that different people can have different feelings in the same situation Give examples of strategies to respond to being bullied, including what people can do and say

Valuing Difference	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. Understand that they have the right to protect their personal body space; Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); List some of the ways that people are different to each other (including differences of race, gender, religion); Understand and identify stereotypes, including those promoted in the media
Keeping Myself Safe	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify images that are safe/unsafe to share online; Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Understand some of the key risks and effects of smoking and drinking alcohol; Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way
Rights and Responsibilities	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Describe the various responsibilities of those who help them stay healthy and safe; Understand that humans have rights and also responsibilities; Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. Define the terms 'income' and 'expenditure'; Prioritise items of expenditure in the home from most essential to least essential.
Being my Best	Having choices and making decisions about my health Taking care of my environment My skills and interests	Recognise that there are times when they will make the same choices as their friends and times when they will choose differently Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the <b>Eatwell Guide</b> Understand the ways in which they can contribute to the care of the environment.
Growing and Changing	Body changes during puberty Managing difficult feelings Relationships including marriage	Describe some of the changes that happen to people during their lives; Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

		Recognise that marriage includes same sex and opposite sex partners.
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Year 5		
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	Unit Titles	Learning Outcomes
Me and my Relationships	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Explain what collaboration means; Describe strategies for resolving difficult issues or situations. Give examples of some key qualities of friendship; Identify what things make a relationship unhealthy; Understand that online communication can be misinterpreted;
Valuing Difference	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Demonstrate respectfulness in responding to others; Develop an understanding of discrimination and its injustice, and describe this using examples; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate;
Keeping Myself Safe	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Describe why and how a habit can be hard to change. Explain how to weigh up risk factors when making a decision; Demonstrate strategies to deal with both face-to-face and online bullying; Recognise and describe the difference between online and face-to-face bullying. Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Rights and Responsibilities	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Identify, write and discuss issues currently in the media concerning health and wellbeing; Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read Define the differences between responsibilities, rights and duties; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance
Being my Best	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Identify their own strengths and talents; Explain what being part of a school community means to them; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
Growing and Changing	Managing difficult feelings Managing change How my feelings help keeping safe Getting help	Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens Identify situations where someone might need to break a confidence in order to keep someone safe

Year 6		
	Unit Titles	Learning Outcomes
Me and my Relationships	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Demonstrate a collaborative approach to a task; Suggest positive strategies for negotiating and compromising within a collaborative task; List some assertive behaviours; Recognise peer influence and pressure; Understand that everyone has the right to be free to choose who and whether to marry. Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.
Valuing Difference	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences Know that all people are unique but that we have far more in common with each other than what is different about us; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Challenge stereotypical gender portrayals of people.
Keeping Myself Safe	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Explain how drugs can be categorised into different groups depending on their medical and legal context;
Rights and Responsibilities	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Explain some benefits of saving money; Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services; To understand the process of elections and how most laws are made
Being my Best	Aspirations and goal setting Managing risk Looking after my mental health	Identify aspirational goals; Describe the actions needed to set and achieve these. Present information they researched on a health and wellbeing issues outlining the key issues Recognise what risk is; Explain how a risk can be reduced;
Growing and Changing	Coping with changes Keeping safe Body Image Sex education Self-esteem	Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared;

		<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p> <p>Explain how HIV affects the body's immune system;</p> <p>Understand that HIV is difficult to transmit;</p> <p>Know how a person can protect them self from HIV.</p>
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Resources: Resources to RSE include fiction, reference books, leaflets and extracts from videos.

Outside agencies may be employed to teach content from this curriculum.