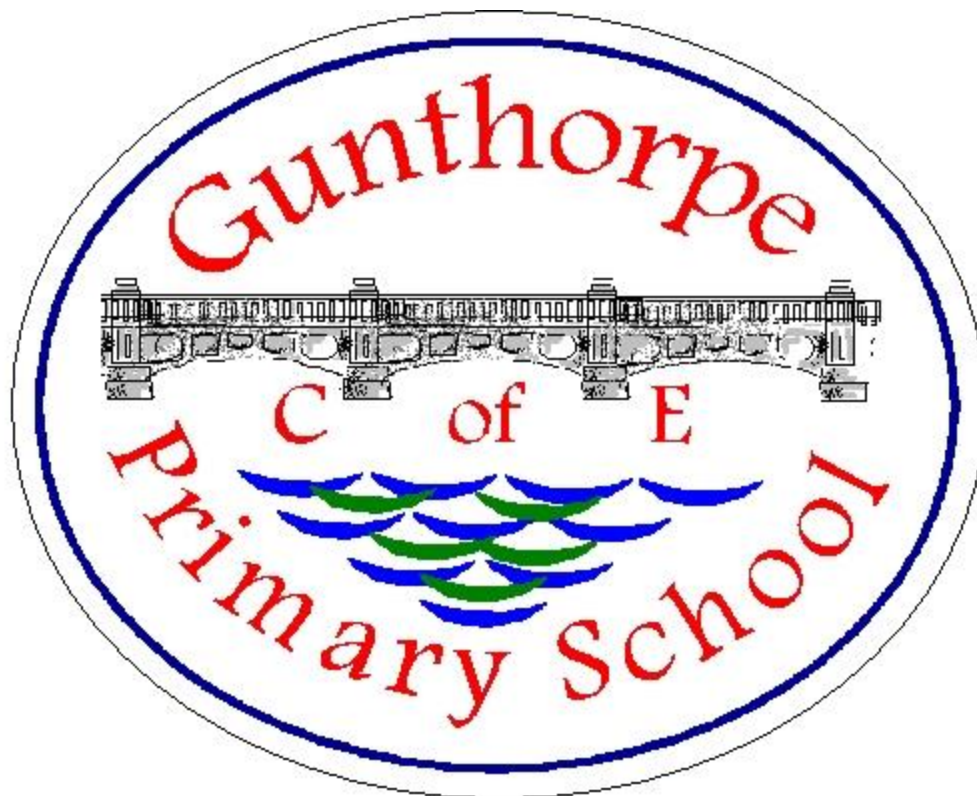




RSE Policy

(Relationships and Sex Education)

2023 to be reviewed 2025

Date Approved

Approved by

on behalf of the governors of Gunthorpe Church of England Primary School.

Review Date

Introduction

This policy outlines how we will teach Relationships and Sex Education (RSE) as part of the statutory framework from sept. 2020 onwards. In this document, sex and relationships education is defined as 'learning about physical, moral and emotional development'. Through RSE children learn about healthy relationships, different families, marriage, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

There is often concern that RSE will encourage sexual experimentation however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Aims and Objectives

At Gunthorpe CE Primary School we aim to address the needs of individual children, ensuring that they have an entitlement to sex and relationships education within the curriculum. We aim to teach and inform children about relationships, emotions, sex and sexuality. We believe that relationships and Sex education (RSE) is an important part of the personal, social and health education of each child.

In developing our policy for RSE we have produced our aims with the intention that all children understand them.

Our aim in teaching RSE is to ensure that:

- We know how important it is to be part of a family and understand that there are different types of families.
- We make friends by listening and caring for others. That we all try to enjoy other people praising us for who we are and the things that we do, and we will develop our ability to talk to people.
- We develop good relationships with other people and care for others as we would like to be cared for.

- We take responsibility for the things we say and do. We develop our confidence in making decisions and are not pressurised into anything we are unhappy about.
- We know that our bodies and feelings develop and that this is all a normal part of growing up and makes us the person that we are.
- We know there will always be someone to answer our questions. It may be an adult in school, a parent or family member. Adults understand what we are going through and will probably be able to help.
- We understand that it is alright to be different and allow people to live how they want to and accept them for who they are.
- We know that there are different people who have different thoughts about sex and relationships. We can listen to what others have got to say but are free to make our own decisions because some things that we hear may not always be true. If we have any questions about something that we have heard we can ask an adult.
- We know that as we grow up there are many changes that take place in our bodies. These changes may take place at different times and that there is no right or wrong time for changes to happen.
- We are taught how the body works to produce babies.
- We realise that some sexual activities should only be carried out when we are grown up and are able to be in a loving relationship.

Context

We teach sex education in the context of the school's aims and Christian values. While sex education in our school means that we give children information about sexual behavior, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of a loving relationship.
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect

- Children need to learn the importance of self-control

Organisation

The members of staff with overall responsibility for teaching RSE within the school will be the class teachers. This is overseen and monitored by the Humanities team

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education curriculum, we also teach a proportion of sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Delivering RSE

The DfE guidance sets out legal duties that schools must adhere to when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. The themes are, Families and People who care for me, Caring Relationships, Respectful Relationships, Online Relationships and Being Safe. For a full description of what children should know by the end of Primary School please see Appendix 1.

To implement our RSE curriculum in line with the above, we use the Coram Life Education materials, using a variety of teaching approaches, such as:

Puppets, role play, group and individual work, written work, collective worship, sharing own experiences and video resources.

In Juniors, we place a particular emphasis on health education, as many children experience puberty at this age. We begin by teaching boys and girls separately as we have found that this can be less embarrassing for both groups. Teachers do their best to answer all questions with sensitivity and care. By the end of key stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Where does RSE fit into other curriculum areas?

Foundation Stage

In the foundation stage children are taught about relationships and feelings as part of the foundation stage curriculum.

National Curriculum Science

KS1 Programme of Study

Pupils should be taught to:

- *Notice that animals, including humans, have offspring which grow into adults*
- *Growing into adults can include reference to baby, toddler, child, teenager, adult.*

KS2 Programme of Study

Pupils should be taught to:

- *Describe the life process of reproduction in some plants and animals.*
- *Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.*

Pupils should be taught to:

- *Describe the changes as humans develop to old age.*
- *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*

PSHE Education

In PSHE we teach all children (including Foundation Stage) about relationships and we encourage children to discuss issues related to this. We teach about the parts of the body and how these work, at an age appropriate level. Once children are in Juniors, we explain to them what will happen to their bodies during puberty. For example, we tell boys that their voices will change and we explain to girls about menstruation. We encourage the children to ask for help when they need it.

Within all key stages children with (Special Educational Needs for Disabilities) SEND are given support within their class by the class teacher and support staff.

Managing Difficult Questions

It is inevitable that controversial and difficult issues may occur as part of the teaching of RSE and these issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage. They will take in to account any additional SEND and staff will remain free from bias and child centred. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different

viewpoints such as different religious and cultural beliefs. Children are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will be taken to keep them safe.

The role of parents

The school is well aware that the primary role in children's sex education lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the schools sex education policy and practice through letter, text and the school's website.
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Invite parents to read through and offer opinions on the policy
- Inform parents of the teaching content in PSHE through half termly class newsletters

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. However, parents cannot withdraw children from the teaching of National Curriculum science. The school always complies with the wishes of the parents in this regard.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been the victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (DSL) via CPOMS, our online safeguarding platform. The headteacher will then deal with the matter in consultation with social care professionals.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors when requested, on the effectiveness of the policy.

Dissemination of the policy

All members of the governing body receive a copy of the policy. All members of staff within the school can access the policy via the policy document folder on the school website. Parents can also view the policy there. This policy was put together by the Humanities team, following rigorous consultation with relevant staff members, governors and parents.

Training and Support

The school is committed to ensuring that its teachers, support staff, governors, parents and community have access to information regarding this policy. This will be parallel to the supportive process available for everyone involved in the delivery and/or management of the policy.

Named staff and Governors

The Humanities team will lead and be responsible for the deliverance of RSE and will liaise with the chair of governors overseeing the RSE policy.

Monitoring and Reviewing

The Governing body will review this policy biannually in line with other policies.

Appendix 1

Families and people who care for me	Pupils should know • 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. • 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.
Caring friendships	Pupils should know • 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	Pupils should know • 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. • 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	Pupils should know • that people sometimes behave differently online, including by pretending to

relationships	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	Pupils should know • 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.