



HARTSBOURNE PRIMARY SCHOOL
 'Valuing Potential, Creating Opportunities'

RSE Education Policy

This policy to be read in conjunction with Child Protection Policy, Diversity Policy, Equal Opportunities Policies, PSHE Policy, Teaching & Learning Policy, Inclusion Policy, Religious Education Policy

DATE OF POLICY:	JANUARY 2018	DATE OF NEXT REVIEW:	JANUARY 2020
MONITORED BY:	SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	FULL GOVERNING BODY

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

RATIONALE

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the framework for Personal Social and Health Education (PSHE) at Key Stages 1 and 2. This policy also takes into account the Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019. This policy was created by the Head teacher and the subject leader for PSHE in consultation with staff and governors of the school.

Relationship and sex education is a key strand of our approach to science and PSHE and the broader aim of providing a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

"...(RSE) also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline". (Brook, PSHE Association, 2014:3)

VALUES

RSE will reflect the values of the PSHE and Citizenship programme and will be taught in the context of developing healthy relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Fundamental to school values and practice is the principle of sharing the responsibility for the education of children with parents. We will keep parents informed of any developments and changes to our approach regarding relationship and sex education. Parents are invited to view the teaching materials we use, and we will try to foster a sense of co-operation and understanding in this vital area. We aim to support children in their emotional, cultural, social, as well as academic, development.

Definition

According to the Relationship and Sex Education Guidance (DfE 0116/2000, RSE is:



'Lifelong learning about physical, moral, and emotional development. It is about understanding the importance of loving and caring relationships.'

AIMS AND OBJECTIVES

At Hartsbourne we aim to provide a holistic education for all children who will receive their full entitlement to RSE regardless of their academic ability, gender, race, disability, sexual orientation, ethnicity or faith.

During RSE children will be encouraged to develop personal and social skills and a positive attitude to growing up. The term 'Relationship and Sex Education' recognises that effective RSE can only take place when children are aware of how quality relationships at home and school can be sustained. The school will teach children to explore attitudes and values regarding relationships, emotions, self-esteem and personal safety. We therefore aim to:

- Ensure children value their own and others' experiences of different types of family.
- Ensure children value relationships of all types; including those with immediate family, extended family, close friends, neighbours and general acquaintances as well as those at school, at clubs and places of worship.
- Develop children's ability to communicate with each other and build relationships over time.
- Give children strategies for solving conflicts peacefully.
- Enable children to discuss relationships confidently, at a level appropriate for their age.
- Enable children to make healthy, informed choices in later life through increasing their knowledge, and practising the skills required to sustain quality relationships.
- We will encourage each other to challenge our preconceptions and avoid promoting stereotypes, including gender stereotyping, homophobic and racist bullying, or negative attitudes.

We intend to meet these aims through the following objectives:

- Ensure our RSE policy meets the needs of all children including those with special educational needs.
- Encourage learners to respect, value and care for themselves and others.
- Be able to recognise and communicate feelings.
- Form positive friendships and develop relationships.
- Teach pupils to respect boundaries – their own and other people's.
- Provide training and support for teachers in the planning and teaching of RSE.
- Involve appropriate health care professionals in the education of the children (eg school nurse team).
- Ensure that resources, schemes of work and policies are regularly reviewed and kept up to date.

TEACHING AND LEARNING

Relationship and sex education is delivered through PSHE, Science, RE (Hertfordshire Agreed Syllabus), assemblies and 'Circle Time.' An outline teaching plan is included in this policy.

Class teachers are responsible for the delivery of relationship and sex education to their class. A teacher may wish to involve other appropriate professionals such as the school nurse, the PSHE subject leader or other members of staff. However, the class teacher will remain actively involved in the lesson and be able to follow up issues or answer questions in subsequent lessons.



Teaching Methods

Teachers will use a range of strategies to deliver RSE including whole-class, single-sex, paired and group work. Circle-time, drama and role-play are particularly effective in dealing with conflict resolution. Electronic media (CDs, videos, interactive whiteboard lessons, etc), photographs, diagrams and worksheets are also particularly useful.

We will be proactive in combating stereotyping, sexism, sexist bullying, teasing and name calling using sexualised language. Teachers will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear (eg by referring to 'tom-boys', or being 'girly' or boys' toys and girls' toys).

Teaching will be sensitive and promote respect for, and understanding of, the views of different ethnic and cultural groups and will acknowledge that our pupils may come from a variety of family situations and home backgrounds and may not want this information shared with others.

Asking/Answering Sensitive Questions

Most questions raised by children will be responded to in a plain, honest and straight forward manner. When appropriate an anonymous 'question box' will be used. If a member of staff feels that it is inappropriate to answer a question in front of the rest of the class then they will arrange to see the child individually, either to answer the question or to explain why they feel that to answer it would be inappropriate. It is good practice to have another member of staff present at such a conversation. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Sexual Orientation

The Government estimate that 6% of the UK population identify themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All pupils will meet and work with LGBT people at some point in their lives. Our approach to RSE will include sensitive, honest, and balanced consideration of sexual orientation and sexual identity and will recognise / celebrate difference and diversity.

EQUAL OPPORTUNITIES

The RSE programme will be delivered in accordance with the school's Inclusion Policy and Equal Opportunities Policy and the Equality Act (2010). Consequently, pupils will learn from an early age that there are many different types of family.

In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship over another will not be undertaken. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

ROLES AND RESPONSIBILITIES

Role of the Governors

Governors ensure that the overarching aims of the school's policies and procedures are embedded in the school's plans for improvement. They also take a lead in setting the tone for good PSHE, including RSE and drugs education. The governing body has overall responsibility for the RSE Policy but allow



the Headteacher and staff to exercise their professional skills in delivering the curriculum in accordance with that policy.

Rather than being responsible for the detailed content of the RSE curriculum it is the Governing Body's role, through the named governor (Mrs A Hanbury), to check that the content and organisation complies with the overall policy set by them.

Role of the Head Teacher

The Head Teacher will ensure that both staff and parents are informed about our RSE Policy and that it is implemented effectively. The Head will ensure that pupils have opportunities to feedback on their learning experiences and ensure teachers adjust their teaching strategies and delivery if it is appropriate to do so.

Staff will be given appropriate training so they can teach effectively and handle difficult issues with sensitivity. The Head Teacher will ensure that all adults who work with children (including those from external agencies) work within the framework of the school policy.

CHILD PROTECTION AND CONFIDENTIALITY

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (Head and Deputy Head) should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted. The member of staff will not try and pursue the matter any further themselves, (see Child Protection policy) and cannot promise confidentiality if concerns exist.

THE RIGHT OF WITHDRAWAL

Parents have the right to withdraw their children from aspects of Relationship and sex Education that do not form part of the science curriculum. Parents wishing to exercise this right should inform the school of their decision in writing. Parents will be notified at least two weeks prior to lessons, via e mail. Children who are withdrawn will be provided with suitable work in class in another part of the school.

ASSESSMENT

As and when appropriate, work will be recorded in the child's PSHE workbook and/or RE or science book. Misconceptions will be marked with sensitivity.

MONITORING

Monitoring of the policy implementation will take place through lesson observations, staff meetings, work sampling and the Governors' policy review programme.

RESOURCES

The school will use a variety of resources including those which are recommended by HertsforLearning Ltd, Hertfordshire Agreed RE Syllabus, NHS Guidelines, Stonewall, Jigsaw and other reputable educational providers.



RSE OUTLINE TEACHING PROGRAMME

Reception	Children learn about the concept of male and female and about animals and their young. In ongoing PSHE work, they develop skills to form friendships, take turns, share and think about relationships with others. They learn about growing and changing and to label body parts you can see.
Year 1	Being independent/ managing change/What is fair and not fair/Keeping to the rules. Label some internal and all 'external' body parts. Keeping surprises, not secrets and communicating our feelings. Belonging to different groups and communities and respect for others.
Year 2	Growing from young to old, identify some changes. Name main body parts (including external genitalia) Similarities/differences boys and girls. Acceptable/unacceptable physical contact and how to respond. Ways of keeping physically and emotionally safe (+ online safety). Recognise when people are being unkind /how to resist teasing or bullying. Responsibilities with independence.
Year 3	Conflicting emotions/making choices/managing risks and dangers. Building positive relationships/ Solving a dispute through negotiation. Different types of relationships and families / being human. Working collaboratively / exploring cultural differences / identifying temptation.
Year 4	Setting goals and aspirations celebrate achievements. Explain range and intensity of feelings / recognize conflicting emotions. Learning about people with different values / customs, different families. Building resilience to keep safe. Plant /animal reproduction. Describe life cycles of a mammal, amphibian, insects and birds
Year 5	Things that affect emotional health eg divorce, bereavement, separation. Lifestyle choices and the impact on health and relationships. Managing peer/ media pressure. Understanding unhealthy relationships and what to do if you need help. Prejudice based language, stereotyping and bullying. Emotional changes through puberty and process of human reproduction. Health and hygiene and awareness of drugs (including alcohol and tobacco).
Year 6	Understand choices for a 'balanced lifestyle' food, body image. Equality and Discrimination (prejudice, gender identity, disabilities, sexual orientation). Cyber bullying and using a mobile responsibly. Identify the skills needed to maintain healthy relationships. Understand some aspects of commitment, marriage and civil partnerships. Respectfully challenge a point of view. Secondary school transition/ managing 'dares' and risky behaviour.