

Thurlton Primary School

Relationships and Sex Education and Health Education (RSE)



This policy is available on request from the School Office and is also on our website.

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and ratified by the Governing Body on: March 2023

Signature

Headteacher

Date: March 2023

Signature

Chair of Governors

Date: March 2023

POLICY DEVELOPMENT

This Relationships, Sex and Health Education policy covers the **Thurlton Primary School** approach to teaching relationships, sex and health education (RSE).

This policy has been subject to thorough consultation with the whole-school community including pupils, Parents/Carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

Consultation methods have included activities carried out in class and school council. Activities included challenging stereotypes and talking about pupil's worries and concerns. Key needs identified were ensuring that all pupils are able to use the correct language to describe body parts, all children to recognise what makes a good relationship.

Pupil consultation has been used to inform the creation of the school's RSE curriculum and this policy where appropriate.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and delivery of the Curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity

POLICY AVAILABILITY

Stakeholders can be informed about the policy through RSE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all.

The policy can be obtained in an alternative format by contacting the school office.

POLICY VALUES, AIMS AND OBJECTIVES

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

The aims of relationships and sex education (RSE) at Thurlton Primary are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Thurlton Primary we strive to ensure all our pupils able to flourish in a safe, calm, caring and enabling environment in which each pupil's wellbeing is paramount and their developing independence is encouraged and celebrated.

We want to help each pupil to become a caring, confident and curious young person who has a passion for learning and achieving.

RSE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSE lessons. Our school values are:

- have respect for others
- have the resilience to be keep trying and finish what they have started
- have high expectations for themselves ...to be the very best they can be

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner.

RSE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

We recognise the importance of RSE in preparing children and young people to live safe, fulfilled and healthy lives.

The overarching objective of RSE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

OUR VISION FOR RSE

We intend to enable our pupils to become happy, healthy and responsible members of society. Pupils are provided with opportunities to learn about rights and responsibilities and diversity. We encourage our pupils to develop independence and self worth ensuring that they are well equipped to face challenges in life and going forward into adulthood.

Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships.

RSE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care.

It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions.

PRINCIPLES OF EFFECTIVE RSE

RSE provision at Thurlton Primary School:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with Parents/Carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

All pupils are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all pupils to make progress. Every pupil will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSE curriculum. We do not use RSE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

TEACHING AND LEARNING

The RSE programme will be led by Mrs Chamberlain and Mrs Balado and taught by all members of the teaching and support staff and supported by *school nurses, visitors and outside agencies* when required.

All staff involved in the delivery of RSE have received specialist training to ensure that pupils receive clear and consistent approaches to RSE throughout their time at Thurlton Primary School.

Whole staff and individual training needs will be identified through the school's ongoing self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens the school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

PRIMARY CURRICULUM

The majority of elements of the RSE curriculum are statutory requirements to teach to meet **Government RSE guidance 2019** and **The Equalities Act, 2010**.

RSE will be taught through a **spiral curriculum**. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSE curriculum is detailed below and based on the Norfolk guidance but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, Parent/Carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Learning about British Values and other aspects related to Staying Safe will be included in teaching.

Relationships Education

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Sex Education

How a baby is conceived and born

Preparing boys and girls for the changes that adolescence brings

Health Education

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our curriculum map is available on request.

See **Appendix 1** for the expected knowledge, learning and life skills all primary pupils should know by the end of Key Stage 2

PARENTS' TO WITHDRAW

Parents/Carers **DO NOT** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing and a discussion with the Headteacher must take place detailing reasons why before this will be authorised. Alternative work will be given to pupils who are withdrawn from sex education.

ROLES AND RESPONSIBILITIES

The **SCHOOL STAFF** are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the Sex Education components of the curriculum.

Staff **DO NOT** have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

The **PUPILS** are expected to engage fully in RSE and when discussing issues related with RSE, treat others with respect and sensitivity.

The **HEADTEACHER** is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from components of RSE

The **GOVERNING BODY** will approve and ratify the RSE policy, and hold the Headteacher to account for its implementation.

ASSESSMENT

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective.

Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics.

The evaluation of teaching and learning assessments will be shared with pupils and Parents/Carers as appropriate.

The quality of RSE teaching and learning will be monitored through RSE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

TRAINING

The school purchased the RSE support package from Norfolk Educator Solutions: Two members of the teaching staff attended the two day training: All staff attended twilight training provided by the support package.

Staff are trained on the delivery of RSE as part of their induction and it is included in our Continuing Professional Development (CPD) calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals to provide support and training to staff teaching RSE.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Subject Leader through:

- Learning walks and scrutiny of the floor books used for assessment purposes.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the LGB every year and at every review the policy will be approved by the Clarion Trust

STATUTORY REQUIREMENTS

As a Primary Academy School we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>