

Spring  
2021

‘FROM GREAT TO AMAZING’

# Suffolks Primary School RSE Policy



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

## Consultation process

- Staff (2021)
- Pupils (2021)
- Parents (2021)
- Governors (2021)

Implemented : March 2021

To be reviewed : March 2022

Review frequency: Initially Annually

Signed *A. Cassius* (HT)

Signed *A. Chasari* (CoG)

## **SUFFOLKS PRIMARY SCHOOL RSE POLICY**

**This policy should be read in conjunction with the school's safeguarding policy, behaviour policy and equalities policy.**

**This policy outlines the teaching and learning information around our approach to teaching Sex Education and Relationships Education and will be reviewed annually.**

### **VISION**

At Suffolk's Primary School, we believe that Sex Education and Relationships Education are integral parts of the Personal, Social and Health education (PSHE) curriculum and has an important link with science. We teach pupils to be respectful of themselves and of others around them; to understand the importance of equality and to have a sense of wonder at the world we live in. Pupils are living in an increasingly complex world and it is therefore necessary that our pupils develop their knowledge and skills to enable them to make informed decisions when facing challenges, risks and complex situations. Our RSE curriculum aims to support pupils with such challenges in a way that develops the whole child. Every child, including those with protected characteristics (see Equality Policy) is entitled to receive RSE. We are continually reviewing and improving the curriculum we offer to our pupils. The curriculum at Suffolk's Primary School is evolving according to the needs of our pupils and to the aspirations of the staff and our community.

### **AIMS**

We aim to link our sex education and relationships education lessons with our values based approach. We want pupils to show respect, be responsible, build positive friendships (relationships in general) and to show excellence.

#### Sex Education

- To ensure that pupils develop an understanding of how their bodies work and will/may grow, change and develop
- To encourage a sense of self-esteem in pupils
- To enable pupils to be aware of choices available to them and to make responsible and informed decisions concerning personal issues
- For pupils to be aware of relationships and emotions, how to react positively to them and how to cope with stressful and unhappy situations
- To value trust, security and respect
- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty and give pupils an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

#### Relationships Education

- To ensure that pupils understand the importance and characteristics of healthy family life
- To ensure pupils understand that families may look different to their own and that they should respect those differences
- To ensure pupils understand the importance of happy, healthy friendships
- To enable children to manage conflict, difficult and uncomfortable situations
- To ensure that pupils understand the importance of permission-seeking and giving in relationships with friends, peers and adults
- To ensure pupils act respectfully and are aware of the possible dangers of online relationships
- To enable children to ask for advice for themselves and others; report concerns or abuse and that it is not always right to keep secrets
- To provide a framework in which sensitive discussions can take place
- To help pupils develop feelings of self-respect, confidence and empathy

These aims are fulfilled through aspects of our Sex Education, science and PSHE curriculum as well as other opportunities that may arise through other parts of the curriculum.

## **DEFINITION OF RSE**

Sex education is about the emotional, social and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identify. The RSE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth. The teaching of sex education at Suffolks is **not** about the promotion of sexual activity but acts only to educate the pupils.

Relationships education teaches children about the wide range of relationships they encounter now and the future. Children learn the foundation and building blocks needed to create and maintain relationships. Children learn how to deal with conflict and to know when a relationship is unhealthy and how to report this where necessary. Children will learn that there are a range of families including; single parent families, LGBTQ+ parents, families headed by grandparents, adoptive and foster families as well as a range of other family structures.

## **DELIVERY OF RSE**

RSE is taught through our PSHE curriculum. Some biological aspects are taught through the science curriculum and other aspects are included in religious education.

Across all key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness and managing conflict
- Seeking help and support when required
- Informed decision-making skills
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Discussion and group work

**Sex education lessons** – from Reception to Year 6 - are delivered in mixed gender classes by the class teachers using a tailored scheme of work from JIGSAW PSHE (See appendix 1 for progression maps). Tasks and activities are differentiated accordingly and the curriculum is made accessible to all in the same manner as all other aspects of the National Curriculum. Each year, all staff are given refresher training on using the JIGSAW PSHE scheme – new staff are given full training where needed.

Sex education is taught in the summer term in all year groups. This is because the pupils, by this point, will be settled into their classes and have routines for behaviour for learning in place. We also ensure that both classes in a year group are taught sex education at the same time to prevent any misinformation being passed between pupils.

At the beginning of the unit of work, pupils discuss and create a set of ground rules, which are followed by all in each lesson. These are referred to at the beginning of each subsequent lesson.

Teachers use the JIGSAW PSHE plans, scripts and resources to deliver the lessons. These are adapted to suit the needs of pupils where necessary. In KS2, the pupils are given the opportunity to write down any questions they have anonymously and put them in to a question bucket. These questions are then read by the class teacher and discussions are had in the next lesson to address any misconceptions. All answers will remain anonymous. Pupils will be taught about LGBTQ+; however, we will always consider the development and maturity of pupils before teaching this topic.

**Relationship lessons** – from Reception to Year 6 – are delivered in mixed gender classes by the class teachers using a tailored scheme of work from JIGSAW PSHE (see appendix 2 for progression maps). As

with all lessons, the curriculum is made accessible to all through differentiation and support. The JIGSAW scheme of work has a specific unit around relationships and covers the key knowledge that children need to have as set out by the government (see appendix 3). Each week, during our weekly values assembly, children are celebrated for their contribution towards the JIGSAW themes. E.g. This week we are celebrating children who know how to make friends.

Relationships education is not solely covered during these specific units. Teachers use a range of opportunities throughout the curriculum to discuss and promote positive relationships.

## **ANSWERING PUPILS' QUESTIONS**

As well as using anonymous questions, which promotes openness about concerns and queries, we know that pupils may wish to ask questions within the lesson. Questions around sex and relationships will only be invited from the pupils in the context of the work that they are involved in – i.e. watching a video, part of an activity etc.

As far as possible, we ask pupils to generate questions as a group and ask them to be written down – giving the teacher time to generate age-appropriate answers. Pupils will be encouraged to use scientific terms and not 'slang' or 'family' names and terms. The teacher will always use correct biological terminology, meaning a teacher may need to interpret a question before reading it out and answering it.

Pupils will be encouraged not to ask personal questions towards school adults and their peers.

Where a question is deemed inappropriate – it's not connected to the subject or goes beyond the scope of the policy/age/stage of development – the teacher will leave those questions and invite pupils who have not had their questions answered to speak to the teacher on their own. On these occasions, the most appropriate action may be for the teacher to suggest the child asks the question to his/her parents/carers. Given the ease of access to the internet, pupils may turn to inappropriate sources of information and therefore we strongly encourage parents/carers to have discussions with their children around the learning during RSE lessons.

Where a child might ask a question about sex out of context of a sex education lesson or related topic, the teacher should speak to the child individually to find out what has prompted the question. The teacher should then follow the advice above.

## **ROLES AND RESPONSIBILITIES**

### **The Governing board**

The governing board will approve the RSE policy and hold the Headteacher and staff to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **RSE coordinator**

- Working with the school's SLT using agreed protocols for raising standards and monitoring and evaluation
- Observing lessons;
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Working alongside colleagues;
- Assisting with planning, teaching, assessment and reporting of the subject.
- Leading discussion of the subject at staff meetings;
- Organising and leading in-service days;
- Running assessment trials;
- Attending relevant in-service training;
- Prompting others about relevant training;
- Keeping up to date with all relevant research in their subject area at both local and national level;
- Audit, order and manage resources to enhance learning experiences for all pupils;

- Representing the school in local cluster groups.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress of the pupils
- Responding and adapting teaching for individual needs
- Raising any concerns using the school's safeguarding policy where necessary.

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.

### **Parents and Carers**

It is the role of the parents/carers to support and answer questions that teachers cannot. We will ensure that parents/carers are informed in plenty of time before the lessons are delivered so they can be prepared to answer any questions outside the RSE curriculum for that child's age. The school will hold an in-house session for all parents/carers which will provide clear information about the lessons. Materials used in the RSE Programme will be available to parents on request. This will be an opportunity for parents/carers to feed in their views on the curriculum. The school will provide examples of the lesson plans and resources for all parents to see. Ultimately, the school makes the final decision regarding the sex education curriculum and parental engagement does not amount to a parental veto.

### **THE RIGHT OF WITHDRAWAL FROM RSE**

Parents/carers have the right to withdraw their children from all or some of the **sex education** lessons provided outside of the National Curriculum only. Parents/carers should ensure that they attend the information session so that they have the opportunity to read and look at the resources pupils will use. If parents/carers, after the information session, still wish to withdraw their pupils, then it must be put into writing, with the reason for withdrawal to the Headteacher.

Please note:

- Pupils cannot be removed from statutory science (human growth, life-cycles and reproduction).
- Pupils cannot be removed from relationship education lessons.
- The school will be unable to avoid pupils receiving second-hand information from their peers.

### **MONITORING QUALITY OF TEACHING AND LEARNING**

The RSE and PSHE leaders are responsible for monitoring the quality of teaching and learning for the subjects.

The RSE and PSHE leaders will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will work regularly and consistently with the Headteacher and the governing body.

### **MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the RSE and PSHE leaders and Headteacher. The next scheduled review date for this policy is September 2021

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## **ADDITIONAL INFORMATION**

### Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.” Sex and Relationship Guidance DfE 0116/2000 P 29 6.11 When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### Child Protection / Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Headteacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## Appendix 1

### Curriculum overview – Sex education JIGSAW PSHE scheme of work

REC	Y1	Y2	Y3	Y4	Y5	Y6
<p>To name parts of my body</p> <p>To tell you some things I can do and foods I can eat to be healthy</p> <p>To know that we all grow from babies to adults</p> <p>To express how I feel about moving to Year 1</p> <p>To talk about my worries and the things I am looking forward to about Year 1</p> <p>To share my best memories about this year in Reception</p>	<p>To start to understand the life cycles of animals and humans</p> <p>To understand that as I grow, changes will happen and that it is ok</p> <p>To tell you some things about me that have changed and about things that have stayed the same</p> <p>To tell you how my body has changed since I was a baby</p> <p>To understanding that growing up is natural and that people grow at different rates</p> <p>To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p> <p>To respect my body and know which parts are private</p> <p>To understand that every time I learn something new, I change a little bit</p>	<p>To recognise life cycles in nature</p> <p>To understand that some changes are outside of my control</p> <p>To tell you the natural process of growing from young to old and understand that this is not in my control</p> <p>To recognise how body has changed since I was a baby and where I am on the continuum from young to old</p> <p>To recognise physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private</p> <p>To understand that there are different types of touch and can tell you which ones I like and don't like</p> <p>To be confident to say what I like and like and ask for help when needed</p>	<p>To understand that in animals and humans, lots of changes happen between conception and growing up and that it usually is the female that has the baby</p> <p>To understand how babies grow and develop in the mother's uterus</p> <p>To understand what a baby needs to live and grow</p> <p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>To identify how boys' and girls' bodies change on the outside during this growing up progress</p> <p>To identify how boys' and girls' bodies change on the inside during the process of growing up and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>To recognise how I feel</p>	<p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>To correctly label the internal and external parts of the male and female bodies that are necessary for making a baby</p> <p>To understand that having a baby is a personal choice</p> <p>To have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this</p> <p>To identify changes that are out of my control and how to accept them</p> <p>To be confident enough to try to make changes when I</p>	<p>To be aware of my own self-image and how my body image fits that</p> <p>To know how to develop my own self-esteem</p> <p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To understand that puberty is natural and happens to everybody at different times</p> <p>To describe how boys' and girls' bodies change during puberty</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>To also understand that sometimes people need IVF to help them have a baby</p> <p>To identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities</p>	<p>To be aware of my own self-image and how my body image fits into that</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend and girlfriend</p> <p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something I don't want to</p> <p>To be aware of the importance of a positive self-esteem and what I can</p>

	<p>To tell you about some changed that have happened in my life and to know some strategies to cope with them</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to when I move to my next class</p>	<p>about these changes happening to me and know how to cope with these feelings</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>think they will benefit me</p> <p>To identify what I am looking forward to when I move to my next class</p>	<p>To identify what I am looking forward to when I move to my next class</p>	<p>do to develop it</p> <p>To identify what I am looking forward to and what worried me about the transition to secondary school</p>
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## Appendix 2

### Curriculum overview – Relationships unit from JIGSAW PSHE scheme of work

REC	Y1	Y2	Y3	Y4	Y5	Y6	Weekly celebration
<p>To identify some of the jobs I do in my family and how I feel like I belong</p> <p>To know how to make friends to stop myself feeling lonely</p> <p>To think of ways to solve problems and stay friends</p> <p>To understand the impact of unkind words</p> <p>To use Calm Me time to manage my feelings</p> <p>To know how to be a good friend</p>	<p>To identify the members of my family and understand that there are lots of different types of families</p> <p>To identify what a good friend means to me</p> <p>To appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>To know who can help me in my school community</p> <p>To recognize my qualities as a person and a friend</p> <p>To tell you why I appreciate someone who is special to me</p>	<p>To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>To understand that there are lots of forms of physical contact within a family and that some of this acceptable and some is not</p> <p>To identify some of the things that cause conflict with my friends</p> <p>To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>To recognize and appreciate people who can help me in my family, my school and my community.</p> <p>To express my appreciation for the people in my special relationships</p>	<p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>To identify and put into practice some of the skills of friendship e.g. taking turns and being a good listener</p> <p>To know and use some strategies for keeping myself safe online</p> <p>To explain how some of the actions and work of people around the world help and influence my life</p> <p>To understand how my needs and right are shared by children around the world and can identify how our lives may be different</p> <p>To know how to express my appreciation to my friends and family.</p>	<p>To recognize situations which can cause jealousy in relationships</p> <p>To identify someone I love and can express why they are special to me</p> <p>To talk about someone I know but no longer see</p> <p>To recognize how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>To understand what have a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>To know how to show love and appreciation to the people and animals who are special to me</p>	<p>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To understand that belonging to an online community can have positive and negative consequences</p> <p>To understand there are rights and responsibilities in an online community or a social network</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To recognize when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate to my friends</p>	<p>To know that it is important to take care of my mental health</p> <p>To know how to take care of my mental health</p> <p>To understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>To recognize when people are trying to gain power and control</p> <p>To judge whether something online is safe and helpful for me</p> <p>To use technology positively and safely to communicate with my friends and family</p>	<p>Children who:</p> <ol style="list-style-type: none"> <li>1. Know how to make friends</li> <li>2. Try to solve friendship problems when they occur</li> <li>3. Help others to feel part of a group</li> <li>4. Show respect in how they treat others</li> <li>5. Know how to help themselves and others when they feel upset or hurt</li> <li>6. Know and show what makes a good relationship</li> </ol>

### Appendix 3

Government guidance – What pupils should learn by the end of primary school.

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
<p>That families are important for them 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>	<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, but 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.</p> <p>How to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>How to manage conflict.</p> <p>How to manage different situations and how to seek help from others if needed.</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.</p> <p>Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.</p> <p>What a stereotype is, and how they can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>That people sometimes behave differently online, including 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, even when we are anonymous.</p> <p>The rules and principles for keeping safe online.</p> <p>How to recognise harmful content and contact online, and how to report these.</p> <p>How to critically consider their online friendships and sources of information.</p> <p>The risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>	<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.</p> <p>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) who 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 and 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 seek advice, for example, from their family, their school and</p>

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Relationships Education

Sex Education

PSHE

Religious Education

