



# RSE (Relationships and Sex Education) Policy

## RSE policy

This relationships and sex education policy covers Acle St Edmund C of E Primary School's approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

The policy will be available on the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

## Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing opportunities for pupils to reflect on their learning.
- ✓ Ensuring pupils are informed of their legal rights and how to access confidential help to keep themselves and others safe.
- ✓ Will provide children with the correct scientific terminology for external (KS1) and internal (KS2) body parts.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet Government guidance and The Equalities Act, 2010. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

**YR**

**Year group R**

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

**Y1****Year Group 1**

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, and to play and work cooperatively, including having strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

**Y2****Year Group 2**

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been - and will never be - another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

**Y3****Year Group 3**

<b>My feelings</b>	<b>My bod</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem	Pupils know how their body may change as they grow and develop and how to care for their body and celebrate their uniqueness	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl	Pupils understand their right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

**Y4****Year group 4**

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can recognise and respond to a wide range of emotions in themselves and others.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and know ways to respond.	Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

**Y5****Year group 5**

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material – including who they can go to to talk about what they have seen.

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction. They use the correct terms to describe the male and female organs	Pupils realise the nature and consequences of discrimination – including the use of prejudice based language	Pupils know some cultural practices are against British law and universal human rights including female genital mutilation (FGM)	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help – independently or with support.

All staff involved in the delivery of RSE have received training ensuring that pupils are taught with consistent approaches to RSE throughout their time at Acle St Edmund C of E Primary.

RSE will be taught using a range of teaching methods appropriate to the age of the children. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Acle St Edmund C of E Primary School 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. We continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class or anonymously. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is

inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

Pupils learning will be assessed to ensure that they are making sufficient progress by building 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.

**This policy complements the following policies:**

- Anti-bullying
- E-safety
- Equality
- Teaching and Learning
- PSHE
- Safeguarding

## Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parent's information session, familiarise yourself with the RSE policy and read the 'Top tips for talking to your child' overleaf.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely

**Mr Paul Henery**