



RSE Policy

Signed by:

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Chair of governors

Date: 28.01.2021

RSE policy

This relationships and sex education policy covers Mulbarton Primary School's approach to teaching relationships, health and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff and school governors.

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.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from 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 character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society,

the media and peers to enable the nurturing of personal values based on respect.

✓ Providing protection from shock or guilt.

✓ Actively involving pupils as evaluators to ensure relevance.

✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following consultation with stakeholders. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet government RSE guidance updated on 25th July 2019 and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. 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. 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.

Y_R Year group R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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 one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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, to play and work cooperatively including 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 two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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 three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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, 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 the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Y4

Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	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 ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. 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 five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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 to talk about what they have seen.



Year group six

My feelings	My body	My relationships	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, using 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 develop the confidence and skills to know when, who and how to ask for help independently, or with support.

The RSE programme will be led by Kate Bird, and taught by class teachers where possible, with HLTAs receiving training in case they need to lead a session; supported by other agencies as appropriate. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at Mulbarton Primary School. Where possible, there will be two members of staff present when teaching RSE.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, 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. 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 Mulbarton 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. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that 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 and can also ask anonymous questions through the use of an 'ask it basket'. 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.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress 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. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

If a child uses vocabulary from the RSE curriculum in an unkind way, for example 'gay'. Then this shall be dealt with using the script: "In our school we don't say that in an unkind way." They should also, if appropriate, be spoken to about the actual meaning and why we should not use the term in a derogatory manner.

Subject Coverage

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. It will include:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being Safe

Sex Education

The national curriculum for Science (which is compulsory) includes subject content in related areas such as naming body parts, puberty, reproduction in plants and animals.

It is for primary schools to decide additional content on sex education to meet the needs of their pupils. In order to ensure the transition of pupils' ongoing emotional and physical development effectively from primary to secondary school Mulbarton Primary School has agreed to follow the DfEs recommendation to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born. Mulbarton Primary School will use the correct scientific terminology for naming human body parts in line with the RSE guidance from Educator Solutions (appendix 1). This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught. Parents will have the opportunity to talk to the Headteacher regarding concerns about the content of sex education lessons and have the right to ask for their children to be excused from sex education beyond the national curriculum for Science.

Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. It is important to be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. It will include:

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

This policy compliments the following policies:

- Safeguarding

- Teaching and learning
- Online Safety Policy
- Anti-cyberbullying Policy
- Anti-bullying Policy

Appendix 1

At Mulbarton Primary School we will be following the RSE resource that has been published by Educator Solutions to teach Relationships and Sex Education. There is a series of 6 units for each year group that will be covered throughout the year. The key words used in the resource include the correct scientific terminology that we will use when teaching RSE across the school.

EYFS and KS1

Feelings, comfortable, uncomfortable

Hygiene

Same, similar, different

Like, dislike, difficult

Private

Special

Emotions and feelings

Penis, vulva

Communication

Similarities, differences

Disease, bacteria

Problem, help

Self esteem

Vagina

Bullying

Unique

Personal space, privacy

Secret, surprise

LKS2 (Y3/4)

Aspiration, compliment, self esteem

Penis, vulva, hygiene

Relationship

Gender, stereotype

Testicles, vagina

Breasts

Emotions, empathy

Foetus, puberty

Public, private

Similar, different, identity

Marriage, arranged marriage, forced marriage

Peer pressure

UKS2 (Y5/6)

Puberty

Penis, erection, wet dream

Gender, sex, intersex, transgender, gay, lesbian

Personal information

Online

Body image

Sexual intercourse, conception

Homophobic, biphobic, transphobic

Vulva, clitoris, circumcision

Problems, support, help, trust