

# Linden Primary School



## Relationships, Sex & Health Policy (RSE)

### Status

Statutory X

Recommended

Good Practice

### Purpose:

*“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.” (DfE 2019)*

### This Policy and Guidance takes into consideration DfE guidance:

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Linden Primary School we teach RSE as set out in this policy.

### Consultation

Staff, governors and parents and pupils as appropriate

### Links with other policies

Behaviour Policy

PSHE Policy

Anti- Bullying Policy.

Confidentiality Policy

Child Protection & Safeguarding Policy

### Monitoring and Evaluation

Annually  Every 3 years X Other  \_\_\_\_\_

Headteacher  Governing Body X Other  \_\_\_\_\_

### Dates

Original Implementation November 2014

Reviewed September 2024

Next Review September 2027

## **What is RSE?**

RSE at Linden will focus on teaching the building blocks required in order for children to define what a positive relationship looks like, including friendships, family relationships and relationships with other children and adults.

It is about learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or activity. We acknowledge that 'families' can take many forms and are sensitive to the different family structures.

## **RSE Aims:**

At Linden Primary School, we believe that relationships and sex education (RSE) should contribute to promote the spiritual, moral, cultural, mental and physical development of pupils (at school and within society), preparing pupils for the opportunities, responsibilities and experiences of life. Our RSE curriculum reflects our school values and treating others with respect and kindness, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy are centred in all we teach

We believe that relationships and sex education (RSE) should ensure that all appropriately aged pupils:

- Are provided with a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an age-appropriate 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
- Talk explicitly about the features of healthy friendships, family dynamics and other relationships children may encounter.
- Make strong links with online safety and how positive relationships apply
- Enable pupils to consider their own mental wellbeing and how friendships can support this
- Teach pupils to recognise and report abuse through the understanding of boundaries and privacy towards their own bodies.
- Develop links with Science curriculum (main external body parts, puberty)

## **Delivery of RSE:**

Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- RSE is normally delivered by class teachers in mixed gender groups. However, there may be occasions where single gender groups are more appropriate.

- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed during the parent session.
- Correct scientific vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: use of images/videos, circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- Any external agencies and visitors who are invited in to support the teaching of the RSE curriculum are familiarised with the RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times

### **Curriculum:**

RSE is firmly embedded into different curriculum areas. It is taught within the personal, social, health and economic (PSHE) education curriculum where wider issues of promoting family, friendships, respectful relationships both on and offline, safety, physical and emotional health, positive behaviour and social responsibility are addressed. The biological aspects of RSE are taught within the science curriculum.

At Linden Primary, we use a coherently planned and progressive programme of study through the use of the Kapow scheme of work, which provides full coverage of the National curriculum guidance. It also supports the PSHE Association's Programme of study and includes content mapped to the Education for a Connected World framework .

Through our curriculum, pupils will learn about:

- Valuing different family structures.
- Creating and maintaining positive friendships.
- Developing safe and respectful relationships.
- Understanding the changes that take place during puberty.
- Promoting good health and carrying out first aid.
- Learning to make independent choices and not be influenced by others.
- Operating safely in a digital world.

### **(See Appendix 1 for Whole School Overview of RSE)**

The Kapow RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group. This scheme is also supported by the GHLL curriculum resources where required. Pupils are provided with the knowledge and skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Although the main coverage will occur during this unit of work, a vast amount of opportunities are included throughout the year to support pupils emotional and physical well being and the importance of positive relationships.

Through the science curriculum, children in Years 5 and 6 will learn about puberty, emotional and physical changes, hygiene and menstruation and will understand that these changes will happen to them. They will be taught the scientific vocabulary for parts of the body, including genitalia.

## **Equal opportunities**

In line with the Equality Act 2010, our RSE curriculum is inclusive and accessible to all individuals. We make reasonable adjustments to alleviate barriers to access or learning and are mindful of the SEND Code of Practice when planning for these subjects. High-quality teaching with appropriate scaffolds ensure that RSE can be accessed by all children. Through a whole school approach, we foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

All teaching reflects the law as it applies to relationships, so that young people clearly understand what the law allows and does not allow. Regular staff training ensures that everyone understands that it is unlawful to discriminate against pupils because of their age, sex, race, disability, religion or beliefs or sexual orientation (protected characteristics).

In our school we take into account of the religious background of children and ensure that all topics included in the core content of Relationships Education are sensitively handled. We are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. We recognise that all staff have an important role to play in modelling positive behaviours. This is reflected in our Behaviour Policy and our Anti- Bullying Policy.

## **Whole School Approach**

Consultation will be held with all stakeholders including staff and governors before the induction of new RSE lessons as well as reviewing this policy to make any recommendations. A pupil and parent voice will also be obtained to ensure the RSE curriculum meets the needs of the children as well as age appropriate issues within current society.

Parent meetings will be held to inform, discuss and look over planned content within RSE lessons. As well as this, letters are sent home to obtain parental engagement on the new coverage. Viewpoints collected from letters sent out to all parents are also considered carefully with conversations held with individuals to discuss further where required. Parents will have the right to withdraw their child from the lessons should they choose to but this must be done in writing to the headteacher. Parents cannot withdraw pupils from aspects which are included in the Science curriculum as this is a compulsory subject.

## **Parents Rights to Withdraw**

Parents do not have the right to withdraw children from any part of Relationships or Health education or the Science curriculum. This is because high-quality, evidence based and age-appropriate teaching of these subjects help to prepare pupils for the opportunities, responsibilities and experiences of adult life. Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Parents should make this request through the RSE Withdrawal Form, this will then be followed up by a member of the Senior Leadership Team, who will grant the request as a matter of course. A record of the parents' decision and the discussion with the headteacher will be kept on the pupil's educational record in line with GDPR.

## **Confidentiality and Child Protection**

Relationship and Sex education will take place in a secure and supportive environment however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff have read and understood the Keeping Children Safe in Education document as well as being familiar with the procedures for dealing with any disclosures. The school has a separate Child Protection Policy that will be adhered to.

## **Review and Monitoring**

The Relationship and Sex Education Policy is reviewed by the Governors every 3 years and monitored by the PSHE coordinator annually. Once agreed upon, the policy is shared with all staff whilst covering areas of the curriculum that will need to be handled sensitively. During this time CPD opportunities will be given to staff who have changed year groups or may be new to Linden. To ensure the high standard of teaching and learning of the school continues to be met and maintained, the PSHE lead will complete relevant book looks, learning walks and pupil voice.

## Appendix 1: Whole school overview of RSE Safety and the changing body Unit

### Progression of skills and knowledge

### Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Considering why it is important to follow rules.  Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe.  To know how to behave safely on the pavement and when crossing roads with an adult.		To know that some types of physical contact are never appropriate.	Discussing the concept of privacy.  Exploring ways to stay safe online.	To know the PANTS rule.  To know that I should tell an adult if I see something which makes me uncomfortable online.  To understand the difference between secrets and surprises.
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill.  Learning how to be safe around medicines.	To know that medicine can help us when we are ill.  To understand that we should only take medicines when a trusted adult says we can.
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
<b>Basic first aid</b>	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

### Progression of skills and knowledge

### Safety and the changing body

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Exploring ways to respond to cyberbullying or unkind behaviour online.  Developing skills as a responsible digital citizen.  Identifying things people might do near roads which are unsafe.	To understand that cyberbullying is bullying which takes place online.  To know the rules for being safe near roads.	Discussing how to seek help if I need to.  Exploring what to do if an adult makes me feel uncomfortable.  Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online.  To know the difference between private and public.
<b>Drugs, alcohol and tobacco</b>	Exploring that people and things can influence me and that I need to make the right decision for me.  Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
<b>The changing adolescent body</b>	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
<b>Basic first aid</b>	Learning what to do in a medical emergency, including calling the emergency services.	To know that it is important to maintain the safety of myself and others, before giving first aid.	N/A	N/A

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRABC).