



TWO RIVERS
HIGH SCHOOL



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Cherry Trees School

[illegible]

Purpose of the Relationships and Sex Education Policy

The purpose of the policy is to:

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) Policy which is required in all schools from Summer 2021.
- Give information to staff, parents, carers, local governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RSE.
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.

Rationale

Effective Relationship and Sex Education (RSE) is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted in Personal, Social and Health Education (PSHE).

We are very aware that children and young people can gain information on relationships from many different sources such as: older siblings, friends and the internet. What is concerning about this is that often this information can be false and means our pupils can develop misconceptions that can be potentially harmful. The PSHE curriculum ensures pupils receive factually correct information that will help them to be happy, healthy and safe young people and adults.

Within National Curriculum Science there is an element of 'sex education' which is statutory. The focus here is on the biological aspects. RSE is part of the Personal, Social and Health Education Curriculum in our school and is taught with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Aims

At Cherry Trees School we believe that RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. Children with learning difficulties must have the same opportunity as other children to benefit from a RSE Curriculum. Teaching and resources will be differentiated as appropriate to address the needs of these pupils, in order for them to have full access to the content of RSE. The school aims to promote the personal wellbeing of pupils by assisting them to develop awareness of self and to enhance their self-esteem.

The school follows Staffordshire County Council guidance and use the Jigsaw Scheme of Work which has clear guidelines on appropriate themes for teaching RSE. Our school uses the 'So Safe' programme to ensure all our children learn social safety. This is a specific programme designed for young people with special educational needs. In the Jigsaw Programme RSE is taught in a progressive and

planned way throughout each year of school in line with the updated National Curriculum Guidance for 2021. The Sensory Phases follow the Equals Programme.

RSE is a sensitive topic and is delivered according to the pupils' needs. RSE at Cherry Trees School is not an isolated subject. RSE is a developmental process throughout life and is an integral part of the school curriculum especially PSHE, Science and life skills. RSE is taught as a discrete subject for Year 5 and Year 6 pupils. We strive to prepare pupils to cope with the physical and emotional changes and challenges of growing up. RSE empowers our pupils through developing awareness of their own rights, whilst learning to respect the rights and feelings of others. RSE enables children to understand the processes of growth and change, and it provides the context for the development of a positive self-image.

At Cherry Trees School we respect and celebrate cultural diversity within the framework of British Values, Democratic Rights and the Rule of Law.

Principles and Values

In addition, Cherry Trees School believes that RSE should:

- Recognise that parents are the key people in teaching their children about sex, relationships and growing up.
- We aim to work in partnership with parents and pupils, consulting them about the content of programmes. All materials are made available at Parents Evening.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, eg nuclear family. It includes a variety of types of family structure and acceptance of different approaches.

Objectives

The aim of RSE is to support the personal and social development of all pupils, to provide children with age-appropriate information, to which all pupils are entitled, in order that they enjoy positive relationships based on mutual respect and free from any sort of abuse.

Our RSE Policy has the following objectives:

- To teach pupils strategies to keep themselves safe and say 'No'.
- To provide effective ways for pupils to communicate when they feel unsafe.
- To enable pupils to understand the difference between 'private' and 'public' and appropriate behaviour for safeguarding.
- To teach pupils to respect and care for their bodies.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encourage positive attitudes to bodily functions.
- To enable pupils to understand that they are growing older and that their bodies and emotions are changing as they develop and grow.
- To provide constant reassurance that change is part of the life cycle and to support children in adjusting to these changes.
- To teach pupils to develop responsibility for their own personal hygiene.
- To develop an understanding of the importance of a healthier safer lifestyle.
- To support pupils to look out for their friends and peers.
- To know what they feel if they or their friends are being bullied.
- To help pupils develop skills (communication skills, language, decision making, choice, assertiveness) and make the most of their abilities.
- To develop skills in order to help pupils make positive decisions about their health-related behaviour.
- To ensure pupils are aware of keeping safe online (see Online Safety guidelines - as set out in the Online Safety Policy).

Equal Opportunities

All pupils in the school have opportunity to access RSE appropriate to their age and developmental level. We modify the RSE Curriculum to meet the individual needs of our pupil population.

The teaching of RSE is within the PSHE Curriculum and in discrete sessions for pupils in Year 5 and 6.

Parent's rights to withdraw a child from RSE Section 405 of the Education Act 1996 enables parents to withdraw their children from non-statutory RSE Education.

However, Academy Primary Schools are required to teach the elements of sex education contained in the Science Curriculum.

Delivery

Cherry Trees School follows the statutory guidance set out by the government for what should be taught in RSE.

A strong emphasis is placed on teaching the concept of public and private (including personal space and body boundaries) and to promote acceptable and appropriate behaviour and consent at all ages. The school begins teaching these

concepts at an early age and continues this teaching throughout school life with increasing emphasis on the different strands of RSE.

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE Curriculum, we also teach some sex education through other subject areas (eg Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

Throughout the school we teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. This is delivered in a way that is appropriate to the individual child's level of understanding. We encourage the children to ask for help if they need it.

We liaise with the School Nurse in delivering these lessons and provide suitable teaching materials to use with our children.

We always teach RSE with due regard for the emotional development of the children.

We share information with all parents and carers of children to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's Relationships and Sex Education Policy and practice.
- Answer any questions that parents may have about the sex education of their child and give them opportunities to discuss their views and beliefs.
- Take seriously any issue that parents raise with teachers or local governors about this policy and the arrangements for sex education in the school.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- A Jigsaw portal for parents is opening in Summer 2023. This will enable parents to view the specific lessons each class is taught.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If a parent wishes to withdraw their child from the RSE Curriculum they must arrange a meeting with the Executive Headteacher who will talk through their concerns and discuss the benefit of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Knowledge and Skills

Sex education provides knowledge and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

Skills and Abilities

Pupils are helped to develop the following skills:

- Communication including the making and keeping of a relationship.
- Assertiveness.
- Decision-making.

Knowledge

Pupils are helped to develop the following:

- Knowledge of positive relationships.
- What is a 'bad' relationship?
- Body Awareness.
- Communication.
- Social Skills.

Monitoring and Evaluating RSE involving pupils

Pupils and staff are involved in evaluating the RSE as part of weekly Jigsaw sessions. A class PSHE Floor book (including RSE) will be kept to capture children's responses and understanding at the end of a topic and to enable the subject lead to monitor coverage and impact of the curriculum.

Science Delivery of RSE

EYFS - during the children's time in early years, their Science experiences will be based on self-awareness.

Key Stage 1 - the children begin to learn about different body parts and using their senses. They explore the seasonal changes and how to dress appropriately. The NSPCC 'Pants Rule' is introduced.

Topics within Years 3/4 look at how to keep our bodies healthy, including healthy diet and the importance of exercise. They will also explore in depth, different habitats. Looking at how humans and animals adapt to their environment and the things they need to survive.

Year 5 - continues to look at habitats and surviving within their environment. They begin to look at life cycles of animals and plants to understand how each animal including humans change. They will look specifically at how we know a human is alive and what they need such as nutrition, movement, reproduction and respiration.

Year 6 - cover the topics evolution and inheritance, this is adapted according to different abilities within the year.

Themes for discrete RSE sessions for Year 5 and Year 6 pupils include:

1. Understanding how their bodies are changing.
2. What is private and what is public?
3. Puberty and menstruation.
4. Personal space.
5. Saying 'No'.
6. Personal hygiene.
7. Changing emotions and feelings.
8. Clever never goes.
9. Transition.

Notes and Guidance Science National Curriculum 2014 (non-statutory)

Pupils should be taught to:

- Build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
- Work scientifically by exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.

- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's RSE Policy, and on support and staff development, training and delivery.

Terminology

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced.

Dealing with Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse, or seeking advice from the PSHE Coordinator.

At Cherry Trees, questions relating to specific sex education issues will be referred back to families. Links with other policies: PSHE, Teaching and Learning, Equal Opportunities, Safeguarding, Online Safety, Drug Education, Behaviour & Physical Handling.

Purpose of the RSE Policy:

- To give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE.
- To fulfil the statutory requirement.
- To give information to parents/carers about what is taught and when.

- To give a clear statement on what Cherry Trees School aims to achieve from RSE and why it thinks RSE is important.

Confidentiality, Safeguarding and Child Protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk with the Designated Safeguarding Lead and follow the school's Safeguarding Policy. ~If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

By the End of Year 6

All pupils will have had the opportunity to:

- Recognise and compare the main external parts of the bodies of humans.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Learn strategies to keep themselves safe and say 'No'.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.
- Express opinions, for example, about relationships and bullying.
- Learn about the main stages of the human life cycle.
- Begin to know some of the physical changes that take place during puberty, why they happen and how to manage them ie personal hygiene routines.
- Understand why families are special.
- Know about the relationships in which they are all involved.
- Know about keeping themselves safe when involved with risky activities.
- Be self-confident in a wide range of new situations, such as seeking new friends.
- Understand that their actions have consequences and be able to anticipate the results of them.
- Be aware of different forms of bullying people and the feelings of both bullies and victims (including cyber-bullying and keeping safe online).
- Recognise their own worth and identify positive things about themselves.
- Recognise and challenge stereotypes, for example in relation to gender.
- Recognise the pressure of unwanted physical contact and know ways of resisting it.
- Learn and understand why being different can provoke bullying and know why this is unacceptable.

- Learn about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
- Listen to, and support others.
- Respect other people's viewpoints and beliefs.
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.

Further Support

The school works closely with outside agencies that can provide support to our pupils if they require it.

Further information regarding referral processes can be obtained from Nicola Johnson (DSL), SLT, and Alison Higgs (Headteacher).

Support in school is provided by Nicola Johnson, Designated Safeguarding Lead and the School Nurse.

Written by Gemma Hill, PSHE Co-ordinator in consultation with the Science Co-ordinator, all staff, parents, governors, school nurse and other agencies.

The Relationships and Sex Education Nominated/Link Governor is reviewed annually in the Autumn Term at the Local Governing Board's Joint meeting.