

Rucstall Primary School RSE Policy



This policy refers to the Relationships and Sex Education (RSE) delivered at Rucstall Primary School. At Rucstall Primary School, RSE teaching and learning occurs in line with the PSHE curriculum, intertwined with Health and Wellbeing; and Living in the Wider World.

Rationale and Ethos

This policy covers Rucstall Primary School's approach to the teaching of RSE. This includes relationships in all forms and aims to help children develop nurturing and supportive relationships with each other and their wider circle of friends and family. It also includes the teaching about their changing bodies and development through puberty.

We believe relationships and sex education is important for our pupils and our school because the children should be able to make informed choices about these topics.

The intended outcomes of our programme are that pupils will:

- know and understand their bodies and the changes that they will go through as they enter puberty.
- understand they have a right to privacy, consent and constructive and supportive relationships.
- understand they have a responsibility to respect the consent and privacy of others.
- develop the skills of supporting and maintaining constructive relationships.
- develop the attributes of kindness, tolerance and celebration.

Right to Withdraw

Parents have the right to withdraw their children from sex education delivered as part of the Relationships and Sex curriculum. This right to withdraw does not apply to lessons taught as part of the Science curriculum, or all of the Health thread of PSHE. At Rucstall Primary School, the lessons making up the Relationships and Sex education will take place in the Summer Term, to allow children time to have grown emotionally throughout the year and feel secure with their teacher and class to consider the material discussed.

Term	Autumn			Spring			Summer		
Core Theme	Relationships			Living in the Wider World			Health and Wellbeing		
Topics	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money	Healthy Lifestyles	Growing and Changing	Keeping Safe
Year 1	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment	Where money comes from; how to use money - saving and spending money	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something
Year 2	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing, changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts
Year 3	Recognising feelings in others; responding to how others are feeling	Positive, healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe

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Year 4	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan	What makes a balanced lifestyle and making choices; drugs; common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe
Year 5	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety
Year 6	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (<i>recap Y4</i>); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice

Rucstall Primary School follows the outline of PSHE lessons outlined above, with adjustments made for the teaching of specific content in Health and Wellbeing to the Summer Term.

Parents at Rucstall Primary School will be notified of these lessons through communication sent home. The lessons which the children may be withdrawn from, will be organised on an opt-in basis. Children without consent from a parent/guardian will be in another part of the school while these lessons are taking place.

Roles and Responsibilities

The RSE programme will be led by the PSHE leader with the support of the head teacher, senior leadership team and governing body. It will be taught by all members of staff, preferably with the class teacher delivering the sessions to their class in order to build upon their existing relationship and knowledge. It will be supported by the PSHE leader, who will be on-hand to assist with planning, delivering and assessing the lessons.

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- *Education Act (1996)*,
- *Learning and Skills Act (2000)*,
- *Education and Inspections Act (2006)*,
- *Equality Act (2010)*,

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- *Supplementary Guidance SRE for the 21st century (2014)*,
- *Keeping children safe in education – Statutory safeguarding guidance (2016)*,
- *Children and Social Work Act (2017)*

Curriculum Design

RSE is embedded in the whole school PSHE curriculum, and is given equal weighting and time as the other two strands: Living in the Wider World, and Health and Wellbeing. The RSE curriculum is overseen by the PSHE leader, who supports teachers in planning lessons in line with the school's long term plan.

Teachers must teach these lessons themselves (not leave them for cover staff) as they can tailor the lessons to specific needs and interests of the children in their class. Teachers will be able to ensure that the content taught is age appropriate for the children in their class, and to ensure that all children can access the content.

Year R	<ul style="list-style-type: none">• Caring Friendships• Being Kind• Families
Year 1	<ul style="list-style-type: none">• Growing and Changing (Vulva, Penis)
Year 2	<ul style="list-style-type: none">• Differences• Male and female animals• Naming body parts (Vagina)
Year 3	<ul style="list-style-type: none">• Body Differences (Penis, testicles, vulva, vagina and uterus)
Year 4	<ul style="list-style-type: none">• Changes (Puberty introduced)• What is Puberty?
Year 5	<ul style="list-style-type: none">• Talking about Puberty (Ovaries, Uterus, Vagina, Penis, Testicles)• The Reproductive System• Puberty Help and Support
Year 6	<ul style="list-style-type: none">• Puberty and Reproduction• Families, Conception and Pregnancy

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Safe and Effective Practice

We will ensure a safe learning environment by asking the children to follow ground rules each session, to show each other respect throughout and to not continue the discussion outside the classroom. Distancing techniques, such as case studies or stories, will be used to ensure that the children can talk about issues in a removed way, and to allow for a focus on the issue, rather than the person. Pupils' questions will be answered by the adult leading the session, and should be answered promptly but do not need to be answered immediately if further research or consultation is required. All staff will be supported in this by the PSHE leader and the Senior Leadership Team.

Engaging Stakeholders

The policy will be available to parents through the school office and will be available on the school website. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through information sent home, resources available on the school website, and through discussions with the class teacher. We will notify parents when Relationships and Sex education will be taught, by sending information home and asking for the completion of an 'opt-in' consent form before the child can attend the lessons. Governors will be informed of the RSE policy and curriculum by the headteacher during the regular meetings.

If a parent/carer requests that their child be removed from relationships and sex education, we will arrange for the child to go to another place in the school while the lesson is taking place.

RSE Policy Review Date

As part of effective RSE provision, the RSE policy should be reviewed at least every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Policy Date:	May 2022
Review Date:	October 2024
Signed:	