MARLPOOL FEDERATION OF SCHOOLS

RSE Policy

Introduction

At Marlpool Federation, we believe that effective Relationships and Sex Education (RSE) is essential for young people to make responsible and well informed decisions about their lives. The RSE programme is integrated as part of the PSHE curriculum (see separate PSHE policy).
This policy has been written in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships Education and Health Education are taught across the Federation as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up are taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare children for the opportunities, responsibilities and experiences of adult life
- promote the spiritual, moral, social, cultural, mental and physical development of children

Aims

The aim of Relationships and Sex Education at Marlpool is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.
We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online.
Our programme also aims to support children in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our children.

Our integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all of their relationships.

Teaching and Learning and Curriculum Coverage

The DfE recognises 5 elements to Relationships Education. These are:

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

Full descriptions of expectations by the end of Primary School can be found at the end of this policy. Appendix 1. With RSE integrated into PSHE teaching through our 1Decsion scheme, modules are part of the programme outlined in the PSHE policy.

We recognise that RSE is not solely taught through the curriculum. When responding to sex related questions all staff will model positive, matter of fact answers in an age appropriate way. We have a spiral, progressive curriculum that begins in Reception (see PSHE policy).

EYFS

EYFS follow the Personal, Social and Emotional Development under the Early Learning Goals. However, specific objectives are formed into the RSE curriculum to ensure progression through all the year groups. The objectives are predominantly about safeguarding children and ensuring correct hygiene.

Reception

- Reflect on the fact that children enter the world as babies and this is called 'birth'
- Reflect on feelings when a new sibling is born
- Recognise the different stages in life
- Understand that people's needs change as they get older
- Understand that people are part of the cycle of nature
- Identify the people they love and are special to them
- Explore the feelings they experience with special people
- Identify body parts using proper vocabulary including male and female genitalia
- Understand appropriate and inappropriate touch

The 1Decision Scheme Overview

The RSE curriculum runs through the 1Decison scheme with our other PSHE objectives. RSE elements are embedded within the 'Feelings and Emotions', 'Relationships', `Growing and Changing' and `Computer Safety' modules. The lists below are not exhaustive, but outline some key objectives which fall into the RSE curriculum.

In Key Stage 1 (age 5-7)

Children will learn about:

- recognising naming and managing their emotions
- what makes them special

- what makes a good friend
- how to be kind to others
- what's special about them and their families
- how families are different
- life cycles
- about changes and how they have changed since babyhood
- how boys and girls' bodies are different
- the correct names for body parts including genitalia
- that some parts of their body are private
- how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9)

Children learn about:

- change in friendships
- different relationships and families
- how to be a good friend online and offline
- managing conflict in friendships
- how and why their bodies are changing
- staying safe online
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11)

Children learn about:

- the important relationships in their life
- how to show love to others
- the different kinds of families and partnerships (including homosexual and transgender)
- about marriage and stable loving relationships and their importance for having babies and bringing up children
- how to recognise healthy and unhealthy relationships
- the different types of bullying, why they are unacceptable and how to respond
- the physical and emotional changes in puberty – including menstruation and wet dreams. This includes separate girl and boy lessons to provide a safe and comfortable setting for any 'awkward' questions. Lessons related to the changes in emotion linked to puberty will be taught together.
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

All of the RSE objectives are statutory.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

As part of the RSE curriculum, following on from the science curriculum, year 6 also learn:

- how babies are conceived
- how babies develop and are born.

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. In year 6, dedicated sex education lessons that cover intercourse and conception are ***delivered outside the science curriculum***. Parents/carers have a legal right to withdraw their child(ren) from these lessons. Parents will be informed prior to these specific lessons taking place.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Equal Opportunities / Sensitive Issues

At Marlpool we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. As regards to Lesbian, Gay, Bisexual and Transgender (LGBT), the DfE stipulate that, "we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." This will be integrated into teaching and not taught as a stand-alone lesson.

We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school's approach to RSE will take into account:

- Research concludes that girls typically engage more easily with RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some children may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all children through high quality teaching that is differentiated and personalised.
- We recognise that our children may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching provision

RSE is provided through:

1) Different teaching and learning methods used to ensure childrens' full participation and development of skills.
2) A safe learning environment.
3) Science, as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4) Other curriculum areas for example Drama, English etc.

5) Assemblies.
6) The provision of appropriate leaflets and other information sources such as visitors.
7) Targeted intervention, where appropriate, with vulnerable individuals.
8) Delivery in response to incidents.
9) Visitors/speakers. If any visitors are bought into school to discuss topics, we ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep children safe. There will be no need for anyone to discuss their own personal issues.
- Children will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that children discuss issues in a way which does not encourage giggling and silliness.
- Children are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- If a question is too personal the teacher should remind the child of the ground rules. No one [teacher or child] should be expected to answer a personal question.
- If a question is too explicit, is deemed too old for a child to be asking, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a child is at risk of sexual abuse, then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Children must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and Responsibilities

Class teachers will be responsible for delivering RSE. In later years, where sexual intercourse is discussed, professional dialogue will be held between the class teachers and the co-ordinator to determine how best

to deliver it for that particular year's cohort. There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff support the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships education. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.

SEND

Children with SEND have the same opportunities and access to learning as children without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Monitoring and Evaluation

This policy will be reviewed annually.

Appendix 1 – Relationship Education

DfE requirements by the end of Primary School

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful friendships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

	• how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.