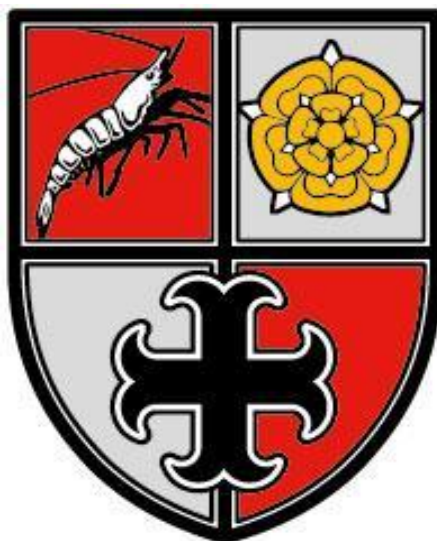


# MARSHSIDE PRIMARY SCHOOL



## Relationships and Sex Education (RSE) Policy

May 2024

**Date reviewed by sub-committee: May 2024**

**Date Approved by Full Governing Body May 2024**

**Chair: Wendy Cheetham & Joanne Swift**

**Headteacher: Shaun Haughey      Review Date: May 2026**

### **EQUALITY STATEMENT**

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

At Marshside Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



## Relationships and Sex Education (RSE) Policy

### Children's Subject Definition:

**Personal, social and health education (PSHE) is learning what we need to keep healthy, happy and safe.**

(Relationships and Sex Education is part of PSHE)

### Statutory Regulations

From September 2021, all primary schools must deliver Relationships and Sex Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships and Sex Education Policy include:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)

This policy should be read in conjunction with the following Marshside policies:

- PSHE Policy
- Safeguarding policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- Keeping children safe in education (2022)

## **Intent**

At Marshside Primary School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships and Sex Education curriculum.

At Marshside we have worked to develop and grow the Marshside Curriculum to best meet the needs of our pupils as individuals. Our aim is for all pupils to feel valued, included and enabled to thrive. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers we adapt learning opportunities to ensure that all children can enjoy PSHE and Relationships Education lessons, make progress and experience success within their learning. Where possible we aim to incorporate our unique setting into learning opportunities so pupils are better able to understand the subject in a wider context.

Our aim is to raise standards in PSHE and Relationships and Sex Education through the development of confident and thoughtful citizens.

## **Implementation**

Our inclusive Relationships and Sex Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

The PSHE and Relationships and Sex Education curriculum has been designed to follow our HEART values, with themes split across the terms linked to Honesty, Empathy and Tolerance; Achieve and Aspire, Respect; and Thrive. Reception are included in the overview and plan towards achieving the ELG's. Our Scarf planning matches the PSHE Association required coverage, and the most recent Government statutory requirements, with the introduction of RSE (Relationships and Sex Education).

The planned themes are based on the areas of rights and responsibilities, feelings and emotions, valuing difference, healthy relationships, taking care of the environment, money matters, healthy lifestyles and keeping safe. Each of the PSHE Association objectives have been carefully matched to each theme alongside specific Scarf lessons to ensure coverage of all areas and compliment where possible the wider learning focus going on within the curriculum. The PSHE Intent and Coverage Overview (Yr1-Yr6) document (see appendix) identifies the progression of units and core lessons. This coverage includes the Relationships and Sex Education lessons, which will also be linked to Science lessons where appropriate.

Each area gradually extends the breadth of content, increased depth of knowledge, skills and understanding and focuses on improving the quality of responses and outcomes. In this way continuity and progression is ensured. PSHE lessons are taught weekly to sustain the importance and understanding involved in the subject, with occasional PSHE focused enrichment days. Each class

has a designated PSHE floor book which contains a variety of evidence for each PSHE lesson and related activities taught, including examples of children's work, photographs, quotes, alongside details of lesson content and learning.

When teaching PSHE staff are mindful of, and sensitive to, individual children's circumstances and experiences and how they may be affected by the content of some sessions. Where sensitive Relationships and Sex Education lessons are to be taught, staff may wish to inform parents of the nature of the session beforehand.

#### Relationship and Sex Education (RSE) coverage across the school:

Reception	<p>To describe their own positive attributes</p> <p>To talk about the important people in their lives</p> <p>To talk about when they might feel unsafe or unhappy</p> <p>To make safe decisions about items they don't recognise</p> <p>To name things that keep their bodies safe</p> <p>To name some hazards and ways to stay safe inside</p> <p>To share ideas about activities that are safe to do on electronic devices</p>
Year 1	<p>How people and other living things have different needs; about the responsibilities of caring for them</p> <p>The roles different people play in our lives; what can people do to help us feel cared for</p> <p>It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>About the role of the internet in everyday life</p> <p>Knowing there are situations when they should ask for permission and also when their permission should be sought; importance of not keeping adults secrets</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p>about what keeping healthy means and different ways to keep healthy</p> <p>Simple hygiene routines that can stop germs from spreading</p>
Year 2	<p>That they belong to various groups and communities such as family and school.</p> <p>It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>The difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>That bodies and feelings can be hurt by feelings and actions; how people may feel if they experience hurtful bullying or behaviour</p> <p>That hurtful behaviour (online and offline) is not acceptable; how to report bullying and the importance of telling a trusted adult.</p> <p>To recognise risk in simple everyday situations; how to keep safe in familiar and unfamiliar environments</p> <p>Sometimes people behave differently online; how to respond safely to adults they don't know; basic techniques for resisting pressure to do something they don't want to.</p> <p>About growing and changing from young to old and how people's needs change.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>
Year 3	<p>The importance of friendships; strategies for building positive friendships and how they support wellbeing</p> <p>what constitutes a positive, healthy friendship (eg. Mutual respect, trust, truthfulness, loyalty, kindness)</p> <p>About the different groups that make up their community; what living in a community means</p> <p>The importance of keeping personal information private; strategies for keeping safe online; where to get advice and report concerns.</p> <p>To recognise that feelings change over time; about everyday things that affect feelings; strategies to respond to feelings.</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>How to recognise pressure from others to do something unsafe and manage this.</p>
Year 4	<p>How and when to seek support, including which adults to speak to in and outside of school.</p> <p>About the different groups that make up our community; what living in a community means.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help.</p> <p>To learn about the impact of bullying and the consequences of hurtful behaviour.</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>To identify the external genitalia and internal reproductive organs; the process of reproduction and body changes.</p> <p>About the physical and emotional changes that happen when approaching and during puberty.</p> <p>About marriage and civil partnership as a legal declaration of commitment; to recognise and respect that there are different types of family</p> <p>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use.</p>
Year 5	<p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online</p> <p>How text and images in the media and on social media can be manipulated or invented</p> <p>About seeking and giving permission (consent) in different situations</p> <p>To recognise and respect that there are different types of family structure.</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking.</p> <p>How to predict, assess and manage risk in different situations.</p> <p>Identify the external genitalia and internal reproductive organs.</p> <p>About the physical and emotional changes that happen when approaching and during puberty; reproduction and</p> <p>The importance of hygiene routines.</p> <p>How to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p>

	New opportunities and responsibilities that increasing independence may bring.
Year 6	<p>To recognise that there are different types of relationships          About privacy and personal boundaries; what is appropriate in friendships and wider relationships.          Recognise different types of physical contact; which is acceptable and unacceptable.          That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online.          About the risks and effects of legal drugs common to everyday life          About the physical and emotional changes that occur during puberty          About the process of reproduction and birth as part of the human life cycle.          About stereotypes in the workplace, and that a person's career aspirations should not be limited by them          That marriage and civil partnership is a legal declaration of commitment; that forcing anyone to marry against their will is a crime.</p>

### **Assessment:**

The learning expectations are detailed through the PSHE Association guidance and planning tool. As PSHE is a non-statutory subject, there is no specific assessment guidance documentation, instead teachers use their own judgement to assess children's understanding, knowledge and empathy. Relationships and Sex Education is however statutory, therefore guidance should be considered when assessing children. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. Informal assessment is used as a diagnostic tool which informs future learning.

Summative teacher assessments are completed at the end of each term identifying pupils as:

- 1 – Not meeting expected
- 2 - Meeting expected
- 3 - Exceeding expected

### **Display:**

PSHE display celebrates children's learning, understanding and knowledge in various aspects of the subject. HEART values and Scarf displays share and promote the school's values and ethos. Relationships and Sex Education may form part of PSHE, Scarf or Science displays.

### **Home Learning:**

Half termly newsletters, Curriculum Knowledge Maps and Dojo class communications help to identify and celebrate key themes, events and activities. Dojo is also used to communicate whole school PSHE themes and events, such as Children's Mental Health Week. Individual class teachers may wish to advise parents of sensitive Relationships and Sex Education lessons, prior to teaching.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships and Sex Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with Natasha Sandland in order to find out more about this.

### **Impact**

Pupil discussion, shared floor book scrutiny's, lesson and learning environment observations alongside summative teacher assessment is used to evaluate the impact of the PSHE and Relationships and Sex Education curriculum on pupil attainment, understanding and progress.

Monitoring and assessment informs our 'Examining Teaching and Learning' grids and action planning in order to review the impact of provision in PSHE and further develop quality and provision.

### **Health and Safety**

Through the 'Feeling Safe' aspects of PSHE and Relationships and Sex Education, pupils are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

Children are also taught about aspects of safety with regards to their own physical and emotional safety – online safety and abuse, bullying, worries and concerns, feeling unsafe at home or at school, and what to do if any of the above occur.

Teachers are aware that effective Relationships and Sex Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy. Any concerns/disclosures should also be logged in full on CPOMs.

Safeguarding lead **Natasha Sandland**. Safeguarding Team **Lynda McKenna, Emma Brindle and Lucy Owen**.