



Together, over time, we are proud to learn to make a difference to ourselves and others.

CHILTERN PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

DEFINITION

Relationship and Sex Education

"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary" (ref: Relationships Education, Relationships and Sex Education, and Health Education in England, DfE June 2019, updates September 2021).

RATIONALE

At Chiltern we believe that RSE is important of young children so they are responsible and are well informed about decisions in their lives. We believe that it should contribute to the physical, emotional, moral and spiritual development of all young people within the context of today's society. It should reflect and be sensitive to the cultural, ethnic and religious influences within the home, school and wider community.

"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools." (ref:

Relationships Education, Relationships and Sex Education, and Health Education in England, DfE September 2021).

Our ambition is for every child to reach their PSHE and RSE potential. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

AIMS AND OBJECTIVES

At Chiltern, we aim to:

- Develop self-awareness and self-esteem, enabling pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community.
- Provide opportunities for pupils to develop skills that will enable them to make and maintain appropriate relationships within the family, with friends and the wider community.
- To help pupils' develop language, decision making, choice and assertiveness skills to ensure they make the most of their abilities.
- Establish an awareness of the importance of a stable family life and relationships, including the opportunities and responsibilities of adult life.
- Help pupils to develop an understanding of differences and the need to respect themselves and others, preventing and removing prejudice.
- Help pupils to understand that they are in charge of and responsible for their own bodies.
- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience as they grow into adults.
- Provide accurate information about the correct terminology with regards to body parts, the process of reproduction and the nature of sexuality in the context of a caring, loving family.
- Raise awareness of inappropriate relationships (sexual abuse) and what pupils should do if they are worried about sexual matters.
- Ensure that children are aware that we have zero tolerance for bullying and sexual harassment within our school.

ORGANISATION

At Chiltern, the Relationship and Sex Education programme is tailored to the age and the physical and emotional maturity of the children.

The programme will not be delivered in isolation but will be taught through different aspects of the curriculum in Foundation Stage, Key Stage 1 and 2. It will be delivered mainly through Science and the PSHE schemes of work. PSHE is taught for 45-60mins once a week for all children.

We start as early as Foundation stage so that children can learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. We also teach children how to behave protectively, to enable them to spot early warning signs and the development of unsafe relationships.

Many children leave Primary School having started puberty so it is important that all pupils know what to expect before it happens. This is why RSE happens across the school as it helps pupils to learn progressively as they mature and can revisit the subject on a regular basis which reinforces learning and provides lots of opportunities to ask further questions.

The teachers do their best to answer all questions with sensitivity and care. Only the correct names for body parts will be used and the meanings of words will be explained in a sensible and factual way.

Key Stage 1 and 2 use the whole school approach (Foundation Stage follow Development matters), covering the same titled units every 2 years, progressing on their learning and understanding from the academic year before. We do have flexibility, that teachers can change the order taught to suit the needs of the children. Our unit titles are:

	Y1, 3, 5	Y2, 4, 6
Autumn 1	Teams	VIPs
Autumn 2	It's my body	Safety First
Spring 1	Britain	Respecting Rights
Spring 2	Be Yourself	Growing up
Summer 1	Aiming High	Think Positive
Summer 2	Money Matters	One World

How statutory science directly links with the Education of RSE in Primary Schools

In Key Stage 1 children are expected to identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. They are also required to notice that animals, including humans, have offspring which grow into adults. In Key Stage 2 children are expected to describe life cycles of a mammal including humans, amphibians, insects, birds and plants. They also are required to be able to describe life processes such as reproduction and changes that occur in humans, including puberty, and developing to old age.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity - this will include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT+ relationships (in Upper Key Stage 2). An example of this would be through teaching about different types of family.

LEGAL REQUIREMENTS

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities (PSHE Association 2020).

All schools must teach Relationship and Sex Education as part of the National Curriculum. Parents do not have the right to withdraw their child/children from Relationships Education Health Education or from any elements in the National Curriculum as part of Science. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. This links to the 'Keeping Children Safe in Education 2021' policy.

Foundation Stage:

Pupils learn about the young animals and the concept of male and females. The pupils develop skills to form positive relationships with both peers and adults. Pupils begin to show sensitivity to others around them and learn about positive behaviour and how to follow rules.

Key Stage 1:

Pupils learn about how to communicate their feelings and how their behaviour can affect other people. They will be taught about what is right and wrong and how not to keep secrets if it makes them feel uncomfortable, anxious or afraid. Pupils will learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how/who to tell. They will learn to recognise the different types of teasing and bullying and find strategies to resist these. Pupils will be taught the names for the main parts of the body and compare boys to girls (ref: PSHE Association 2020).

Key Stage 2:

They will learn how to recognise and respond appropriately to others feelings and what contributes to a positive and healthy relationship. Pupils will understand how their actions can affect themselves and others. Pupils are taught about how to judge what kind of physical contact is acceptable or unacceptable and how to respond.

They will develop the concept of 'keeping something confidential or secret'. Pupils will know how to work collaboratively towards a goal (ref: PSHE Association 2020).

In Years 5 and 6, we place particular emphasis on health education as many children are experiencing puberty at this age. In Year 5 the focus is personal hygiene, with the teaching of puberty and menstruation. In Year 6 the focus is adolescence, puberty and menstruation but with greater focus on this and how it affects their bodies and emotions.

We liaise with the Local Health Authority about suitable teaching materials to use in the teaching of these lessons. The School Nurse is also involved and will come in to talk to the children and deliver lessons. NSPCC come into school every 2 years to deliver an assembly to all children. They then provide an hour long workshop for Years 5 and 6 called "Speak out, Stay Safe". After the visit children should feel empowered knowing that they can speak out and stay safe.

THE ROLE OF THE PARENTS

At Chiltern we are aware that home is normally the best place for educating children about RSE as parents are often well placed to answer questions as and when they arrive. The school works towards this in partnership with the parents and hopes to build positive and supportive relationships.

To promote this, we:

- Inform parents about the school's Relationship and Sex Education Policy and practice which is available on the school website.
- Answer any questions that the parents may have about the RSE/PSHE Education for their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.
- Give parents the right to withdraw their child from any Sex Education lessons which do not form part of the National Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.
- Have pastoral support for children and parents.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the Relationship and Sex Education Policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

CONFIDENTIALITY

Pupils and parents/carers will be made aware of the policy of confidentiality.

The pupils will be told:

- That their best interests will be maintained.
- To talk to their parents/carers and to be given support to do so.
- That teachers cannot offer unconditional confidentiality.
- That if confidentiality has to be broken, they will be told first and then supported as appropriate.
- About sources of confidential help, such as the school nurse, GP or councillors.
- About the need for the use of ground rules in the lesson.

Teachers confidently teach Sex Education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of Child Protection referring to DSL's. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols in the Child Protection Policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher or DSLs. The Head teacher or DSL's will then deal with the matter in consultation with health care professionals.

LINKS TO OTHER POLICIES

This policy links to:

- PSHE Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy

MONITORING AND REVIEWING

The PSHE co-ordinator and Head Teacher are responsible for:

- Supporting staff in the delivery of the Relationship and Sex Education Policy.
- Monitoring that we meet our objectives as detailed in this policy through:
 - Planning
 - PSHE class book scrutinies
 - Learning Walks
 - Pupil voice
 - Staff feedback
- Gathering feedback from the School Council about their views of the policy and teaching of RSE.
- Gathering feedback from parents and carers about their views of the policy and teaching of RSE.

The Governors monitor and check that the school policy is upheld.

DATE OF POLICY: September 2021

REVIEW DATE: September 2023