



# NORTH CAVE C of E PRIMARY SCHOOL

## Relationships and Sex Education (RSE) Policy

Approved by:	Policy Committee	Date: June 2024
Last reviewed on:	June 2023	
Next review due by:	June 2025	

School vision:

A Christian school at the heart of the community that we serve.

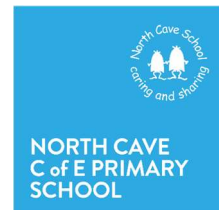
**Achieving** our goals as we are guided by God's light.

**Believing** in ourselves, in each other and in God.

**Caring** and nurturing all of God's children in our school family.

**Sharing** our aspirations through our exciting, enriched and inclusive curriculum.

*'Therefore encourage one another and build each other up, just as in fact you are doing.' 1 Thessalonians 5 Verse 11*



*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking it is not easily angered, it keeps no record of wrongs.*

*1 Corinthians 13:4-5*

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### 1. Aims

At North Cave C of E Primary School we are committed to promoting safe and healthy lifestyles. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. We provide PSHE and Citizenship education through a carefully planned programme of key skills. Additionally, our children are taught by developing interaction between PSHE education and other subjects for example science (biology) and computing (E-Safety).

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Within our school, we teach a range of Christian values and our focus school values are '*determination, trust, friendship and respect*'. Likewise our Christian school vision is based around the idea of '*achieving, believing caring and sharing*'. Through this policy, we promote our focus values with a particular emphasis upon:-

Trust

Friendship

Respect

Caring

Sharing

## **2. Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Within our school, we follow the National Curriculum which includes elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## **3. Policy development**

This policy was originally developed in consultation with staff, parents, health professionals, other local schools and governors. The consultation and policy development process involved the following steps:

1. Review – All relevant information was gathered, including relevant national and local guidance, information from other local schools and sample teaching materials from the school nursing team.
2. Governor consultation - Governors were consulted as to the content of the non statutory parts of RSE and invited to comment ahead of developing the policy.
3. Parent consultation – Parents were informed of the key content of both the statutory and non statutory curriculum and were invited to comment or question ahead of a Local Governing Body meeting at which this policy was to be discussed.
4. Staff consultation – All school staff were given the opportunity to look at the draft policy and make recommendations.
5. Governing Body approval of policy – The Local Governing Body met to discuss the outcomes of the consultation and make amendments to this policy prior to its adoption.

The Policy has been updated in order to take account of moving to the Jigsaw teaching scheme from Heartsmart.

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. At North Cave C of E Primary School, Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. We provide PSHE and Citizenship education through a programme of activities within the online resource, Jigsaw. Additionally, our children are taught by developing interaction between PSHE education and other subjects for example science (biology) and computing (E-Safety).

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. Curriculum and delivery**

We have developed the curriculum in consultation with parents, pupils and staff and governors, taking into account the age, needs and feelings of pupils. The statutory content of the curriculum is taught through our Jigsaw scheme in which the same overall themes are repeated each year throughout the whole school, with age appropriate learning provided for each class following our planning cycle. The themes are:-

Being me in my world – ‘Who am I and how do I fit?’

Celebrating difference – Respect for similarity and difference. Antibullying and being unique.

Dreams and goals – Aspirations, how to achieve goals and understanding the emotions that go with this.

Healthy me – Being and keeping safe and healthy

Relationships – Building positive, healthy relationships.

Changing me – Coping positively with change.

The units are supplemented by the NSPCC materials promoting the PANTS rule, which helps children understand their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried.

Appendix 1 shows the key content taught through these schemes under the following headings:-

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We teach the changes of puberty with the children in years 5 and 6. This forms part of the statutory curriculum and is usually taught by health professionals visiting the school. Parents are made aware prior to this talk taking place.

In order to teach these changes in a sensitive and age appropriate forum, the children are taught these changes at the following times:-

Year 5 – Girls are taught about menstrual wellbeing including the key facts about the menstrual cycle.

Year 6 – Boys and girls are taught together about menstrual wellbeing including the key facts about the menstrual cycle. In addition, they are also taught key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Sex education relating to how a baby is conceived and born is non statutory and within our school, a basic knowledge of this is taught to the pupils in Year 6 by a health professional in an age appropriate way. Parents have the right to withdraw their child from this.

Our school's chosen level of information sharing is based on a consultation with parents, staff, health professionals and governors. In promoting our objectives we:

- Consult and inform parents about this policy and our practice.
- Value communication in order that we may answer any questions that parents may have
- Listen and take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Whilst the school follows the Jigsaw teaching sequence, staff are careful to ensure that lessons are adapted where language is not considered to be age appropriate, based upon the above teaching sequence for puberty and sex education.

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. We inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are appropriately informed in relation to their age and maturity and don't seek answers online.

## **6. Roles and responsibilities**

### **6.1 The Local Governing Body**

The Local Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Within our school, the headteacher has overall responsibility for leading RSE.

#### 6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### 7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do however have the right to withdraw their child from the non statutory components of sex education within RSE.

If a parent wishes their child to be withdrawn from relationships and sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from RSE.

In order to allow parents to make an informed decision in relation to the non-statutory elements of RSE, we will ensure that details of the curriculum are published on our website and we will write to parents prior to the non-statutory elements being taught. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning.

### 8. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

### 9. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:-

Scrutiny of school planning

Monitoring of pupils' work

Discussions with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Local Governing Body or Policy Committee on behalf of the Local Governing Body.

## **Appendix 1**

By the end of primary school, pupils should know:

### **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 relationships**

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, for example family, school or other source

### **Mental wellbeing**

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

### **Internet safety and harms**

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

### **Physical health and fitness**

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

### **Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

### **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### **Health and prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

### **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

### **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

## **Appendix 2**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher signature	
Date	



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