

## Relationship and Sex Education (RSE) Policy

### Policy Data Sheet

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## 1. Rational

Longsight Community Primary/ Unity Community Primary is a Gold Rights Respecting School and we believe that all children have the right to information about how to stay safe and healthy.

All primary schools have a legal duty to deliver Relationship and Sex Education (RSE) from September 2020. We are committed to fully meet this requirement.

## 2. Statement of Intent

Children learn about relationships and sex in all sorts of ways. Ideally, children might learn from their parent/carer, at the right time for their personal level of maturity. However, not all parent/carers are comfortable with this, and many families prefer the school to deliver this information in a safe and age-appropriate way.

Nowadays, the internet provides access to information which may be incorrect, damaging, or age-inappropriate. Even though we ask parents to keep a close check on what their child accesses on the internet, we know children are more likely than ever to access age-inappropriate information, or to hear it from other children who have done so.

We believe the best way to keep children safe is for schools to teach relationships and sex education in a planned, age-appropriate curriculum which is communicated clearly to parents so they know what their child is learning.

We know that many families are concerned about how RSE is taught. Many families worry that RSE will go against their religious, cultural or moral values. We respect the right of families to hold their own values. We teach children that we may have different personal views on what is right, but the law requires us to respect other people's choices if they are acting within the law.

Some families worry that being informed about RSE issues may make children want to experiment. All the evidence is that high quality age-appropriate RSE makes children less likely to experiment, reduces unwanted teenage pregnancy, and helps safeguard children against sexual abuse and abusive relationships.

We will make sure that families are informed about what we teach, when we teach it and why. We will actively seek feedback from families and pupils, and may adapt our curriculum in response to that feedback. We are always happy to talk to families about what we teach and why.

## 3. Definitions

### Relationships Education includes:

- Understanding different types of relationships, including friendships, family relationships and dealing with strangers
- How to recognise, understand and build healthy relationships, including self-respect, respect for others, commitment, tolerance, boundaries and consent
- How to manage conflict and recognise unhealthy relationships
- Healthy relationships and safety online

### Sex Education includes

- Understanding how the human body works \*

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- Being able to use the correct name for body parts \*
- Understanding how the body changes at puberty and throughout life\*
- Knowing how animals and humans reproduce\*
- Knowing how a baby is made \*\*

\* Part of the science curriculum – you cannot withdraw your child from these lessons

\*\* Not part of the science curriculum – you can withdraw your child from these lessons

#### **4. The Right to Withdraw Your Child**

The law says that you cannot withdraw your child from relationships education or science education. You have the right to withdraw your child from any aspects of sex education which are not covered by the science curriculum. However, we recommend that all children access the full curriculum so they get safe, accurate information from a trusted adult rather than unsafe or inaccurate information from friends or the internet.

#### **5. How our policy was developed**

We have worked with the Manchester Healthy Schools Team to ensure our policy conforms with the law and follows Healthy Schools and PSHE association guidance. Our RSE working group includes the Headteacher, teaching and support staff, lead governor and parent governor. We have consulted staff, parents, older pupils and governors, and will continue to seek pupils' views as we develop our programme. This policy will be reviewed at the end of the first year of implementation and as necessary, but at least every two years, from that point.

#### **6. Aims and objectives of the policy**

The aim of this policy is to enable the effective planning, delivery and assessment of RSE to fully meet the needs of our pupils.

##### **Our RSE programme aims to lay the foundations for adult life by helping pupils to:**

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand the characteristics of a healthy relationship and recognise what makes a good friend, a good colleague and a successful committed relationship
- Understand how to treat each other with kindness and respect and to value honesty and truthfulness
- Understand how to ask for permission and the concept of personal privacy
- Recognise their own and other's boundaries
- Recognise positive and negative relationships both online and offline
- Understand that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation
- Report and recognise emotional, physical and sexual abuse

##### **Teaching staff in our school will be:**

- Trained to be confident in planning, delivering and assessing the RSE curriculum
- Equipped to handle sensitive issues and to answer both pupil and parent questions
- Supported by the RSE Lead and SLT in any instances where there are concerns about how to address an issue

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## 7. Moral and Values Framework

Every pupil will receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith or sexual orientation. RSE will encourage children and young people to explore faith, cultural perspectives and sexuality in a respectful way. We believe that each family and community has the right to hold its own religion and cultural values, and also the responsibility to respect the right of others to make their own choices. Our teaching will teach the law, culture and values of modern British society while acknowledging that some religions may have different views and values on issues such as alcohol, marriage etc.

## 8. Equal Opportunities Statement

- The government have provided guidance on how the Equality Act 2010 relates to the education setting:  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- The Equality Act 2010 governs how the curriculum is delivered and schools must ensure that issues are taught in a way that does not subject pupils to discrimination
- Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including young people who are lesbian, gay, bisexual and transgender (LGBT)
- Our curriculum will reflect diversity and offer positive role models of different family types
- We will ensure that our schools are safe places for all staff and pupils. We want all our staff, including those who are lesbian, gay, bisexual and transgender, to feel able to be open about their family circumstances, should they choose to do so. We will always respect how pupils choose to identify themselves both in terms of gender and sexual identity.

## 9. Content of our RSE programme

Our RSE programme will follow the guidelines and content of the nationally agreed PSHE Association Programme of Study, which has been carefully designed to meet legal requirements and to reflect best practice. This covers the following content:

### Year 1:

- Roles of different people; families; feeling cared for
- Recognising privacy; staying safe; seeking permission
- How behaviour affects others; being polite and respectful
- What rules are; caring for others' needs; looking after the environment
- Using the internet and digital devices; communicating online
- Strengths and interests; jobs in the community
- Keeping healthy; food and exercise, hygiene routines; sun safety
- Recognising what makes them unique and special; feelings; managing when things go wrong
- How rules and age restrictions help us; keeping safe online

### Year 2

- Making friends; feeling lonely and getting help
- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour
- Recognising things in common and differences; playing and working cooperatively; sharing opinions
- Belonging to a group; roles and responsibilities; being the same and different in the community
- The internet in everyday life; online content and information
- What money is; needs and wants; looking after money

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- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help
- Growing older; naming body parts; moving class or year
- Safety in different environments; risk and safety at home; emergencies

### Year 3

- What makes a family; features of family life
- Personal boundaries; safely responding to others; the impact of hurtful behaviour
- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- The value of rules and laws; rights, freedoms and responsibilities
- How the internet is used; assessing information online
- Different jobs and skills; job stereotypes; setting personal goals
- Health choices and habits; what affects feelings; expressing feelings
- Personal strengths and achievements; managing and reframing setbacks
- Risks and hazards; safety in the local environment and unfamiliar places

### Year 4

- Positive friendships, including online
- Responding to hurtful behaviour; managing confidentiality; recognising risks online
- Respecting differences and similarities; discussing difference sensitively
- What makes a community; shared responsibilities
- How data is shared and used
- Making decisions about money; using and keeping money safe
- Maintaining a balanced lifestyle; oral hygiene and dental care
- Physical and emotional changes in puberty; naming body parts; personal hygiene routines; support with puberty
- Medicines and household products; drugs common to everyday life

### Year 5

- Managing friendships and peer influence
- Physical contact and feeling safe
- Responding respectfully to a wide range of people; recognising prejudice and discrimination
- Protecting the environment; compassion towards others
- How information online is targeted; different media types, their role and impact
- Identifying job interests and aspirations; what influences career choices; workplace stereotypes
- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
- Personal identity; recognising individuality and different qualities; mental wellbeing
- Keeping safe in different situations, including responding in emergencies, first aid and FGM

### Year 6

- Attraction to others; romantic relationships; civil partnership and marriage
- Recognising and managing pressure; consent in different situations
- Expressing opinions and respecting other points of view, including discussing topical issues
- Valuing diversity; challenging discrimination and stereotypes
- Evaluating media sources; sharing things online
- Influences and attitudes to money; money and financial risks
- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

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- Human reproduction and birth; increasing independence; managing transition
- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## 10. How RSE will be organised

The Headteacher will take overall responsibility for the delivery of relationship and sex education across the school.

The Headteacher will nominate an RSE lead practitioner to co-ordinate and support the delivery of relationship and sex education across the school. This may be the PSHE Lead or another staff member with training and expertise in the delivery of RSE.

The RSE lead practitioner will:

- Ensure that there is a high quality, age – appropriate, up to date , comprehensive RSE curriculum which meets Government requirements and Manchester Healthy Schools recommendations
- Ensure all staff have the training and resources they need to deliver the curriculum
- Ensure that staff are confident to: create a safe learning environment; establish ground rules; manage confidentiality and manage questions
- Offer day to day support for the delivery of the curriculum, including advice on dealing with questions and issues that arise in or outside of RSE lessons
- Consult the Headteacher on any issues which are not covered by the agreed curriculum.

## 11, Delivery of RSE

Class teachers will normally deliver RSE as part of the broader PSHE curriculum. This will normally be to the whole class up to the end of Year 3. From year 4, all children will be taught all parts of the curriculum, but the class may be divided into boys and girls for lessons on how the body changes at puberty. The RSE lead will support teachers to identify any aspects of the curriculum that are best delivered by a same sex staff member (e.g. it may be helpful to have a woman teach menstruation to girls.) In this case, we may call upon the family support worker, a school nurse or the RSE lead to teach some aspects of the curriculum to a single sex group.

The RSE lead will support Class teachers to develop their confidence by identifying and meeting training needs through whole school training, 1:1 support or training, and curriculum guidance. We will develop a set of FAQs to support and guide teachers so that they feel confident dealing with sensitive issues.

## 12, Visitors Policy

External visitors will be used to enhance the teaching of RSE and not to replace class teachers in teaching the content.

### Role of the school nurse

Where available, the local school nurse team can play a valuable role in supporting class teachers to deliver RSE. Teachers are encouraged to work with the RSE lead practitioner to book school nurse support for the delivery of aspects of the Year 4, Year 5 and Year 6 Growing Up and Puberty talks.

### Guidance for External Speakers

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The RSE Lead will be responsible for ensuring that anyone booking a speaker:

- Ensures that all visitors are familiar with the RSE policy
- Ensures that visitors understand the safeguarding policy, the role of confidentiality and how to work within it
- All visitors will be supported/supervised by a member of staff at all times
- Visitor input to RSE lessons will be part of a planned programme and will be communicated to staff in advance
- Visitors will only address the age appropriate content for that year group as defined in 9 above
- The input and impact of visitors to the RSE curriculum will be monitored and evaluated by both staff and pupils. The RSE lead will ensure the evaluation informs future RSE provision.

### **13. Assessment and Evaluation of Teaching and Learning:**

The RSE lead will maintain an overview of the delivery of RSE throughout the school, ensuring that a strong curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. RSE lessons will be monitored as part of the overall monitoring of PSHE. This will include having an overview of planning, observation of RSE lessons and book scrutiny of individual or whole class work.

Class teachers will begin each series of lessons with a baseline assessment activity to assess pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Each series of lessons will end with an end- point assessment activity which will assess progress made from that starting point. Assessment will inform future planning and delivery. There will be opportunities for teachers to work with the RSE/PSHE Lead to reflect on their RSE delivery and adjust the content accordingly.

In addition, the RSE lead will conduct feedback groups with samples of children from different year groups to assess their view and experience of the delivery of RSE.

### **14. Working with parents and carers**

We view parents and carers as important partners in the delivery of RSE.

- We will consult parents on the aims and content of the programme, and will seek and respond to feedback about all aspects of the policy.
- This policy will be available on the school website for parents and carers to access.
- Parents will be informed in advance when sensitive areas are being addressed in the RSE curriculum.
- Our Family Support Workers are available to help parents who would like support with talking to their child about RSE issues.
- We will offer the opportunity for parents to comment on any new developments in the curriculum

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## 15. Child Withdrawal Procedure

As outlined above, parents may withdraw their children from specific aspects of the sex education curriculum.

- We will inform parents of any course content which goes beyond the statutory curriculum.
- Parents wishing to withdraw their child will normally be asked to discuss this with the Headteacher or an SLT member before confirming in writing that they wish to withdraw their child.
- The school will confirm in writing that the child has been withdrawn, and will record which aspects of the curriculum the child will and will not access.
- If a child is withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

## 16. Confidentiality and Child Abuse and Protection Procedures

- We will have clear ground rules about confidentiality in lessons.
- We will use “ask it baskets” and other techniques to allow children to ask about things that are worrying them in a safe, anonymous way.
- We will ensure that pupils, parents/carers and staff understand the school’s confidentiality policy and what that looks like in the context of RSE.
- We will encourage young people to speak to a trusted adult about things that are worrying them.
- Pupils will be told that teachers cannot promise unconditional confidentiality.
- Child protection and safeguarding procedures will be followed at all times, including when deciding the appropriate action to take about an issue raised in RSE
- Teachers and other adults involved in RSE may sometimes hear disclosures that suggest a child is at risk of abuse. It is essential that all staff are aware of and comply with the schools’ child protection policy. Where an adult believes a child may be at risk, the designated child protection officer must be consulted before any further action is taken.

### Sexual activity

- The legal age of consent in the UK is 16 years; however there are young people who are sexually active under this age.
- A child under the age of 13 can never consent to any sexual activity.
- Any indication that a pupil is sexually active will be considered a safeguarding issue and actioned accordingly.

### Provision if a pupil becomes pregnant

Sadly, very occasionally, primary age girls do become pregnant. In the unlikely event of a child becoming pregnant and choosing to keep the baby, we would work with the LEA and social services to follow appropriate safeguarding procedures and to provide appropriate support for the pupil during pregnancy and after the baby is born.

## 17. Provision for pupils who are ‘Looked After’

Looked After Children and Previously Looked After Children often miss out on RSE programmes at school. This can be because they do not attend regularly, they move between schools, they are removed from PSHE/RSE lessons to attend appointments, or their additional needs mean that they do not engage with the lessons. We will work with the child, family, social services and any relevant health staff to ensure that their RSE needs are identified and RSE is delivered to meet their needs.

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## 18. Provision for pupils with Special Educational Needs

Disabled children are at significantly greater risk of physical, sexual and emotional abuse and neglect than non-disabled children, but may also be more likely to miss out on appropriate RSE. We will work in partnership with parents, carers, any relevant health staff and the child her/himself to ensure that all children with additional needs receive appropriate RSE in a way that meets their needs. This could include:

- Use of the Manchester Healthy Schools i-matter SEN RSE resources
- Provision of resources in a different format to meet specific or sensory needs
- Adaptation or simplification of content to assist comprehension
- 1:1 sessions away from the whole class setting

For some children with learning disabilities, emotional development may not match physical development. We will work with parents, carers and relevant health staff to help them stay safe and understand how their body is changing by giving them the information they need to in format that is appropriate for them

## 19. Anti-bullying

Our anti bullying policy aims to make our school a safe place for all to work, play, teach and learn. We know that some groups of pupils are more vulnerable to experiencing bullying, for example, those with special educational needs or a disability, looked after children, travellers and those for whom bullying is motivated by racism or homophobia. We believe strongly that all bullying is unacceptable and contravenes our school ethos and our school rules.

## 20. Sexual violence and sexual harassment between children

- We will never tolerate sexual violence and harassment between children.
- Our RSE curriculum will teach the importance of respectful relationships and will make it clear that sexual violence and sexual harassment is not accepted and is not an inevitable part of growing up
- Staff will take incidents seriously and will not dismiss them as 'banter', 'just having a laugh' 'boys being boys' or 'girls messing about'.
- Some younger children or those with some special needs may not understand why sexualised behaviour or sexual violence and harassment is wrong. We will work with them supportively yet firmly to help them understand what behaviour is respectful and appropriate. Staff will be alert for safeguarding concerns and will follow the appropriate procedures where necessary.
- Some pupils with SEN may be more vulnerable to sexual bullying and harassment. Staff will be aware of this risk and take particular care to ensure they are safe and respected by all in school.

## 21. Media

Any enquiries from the media, with regard to the RSE policy or any other issue, should be referred to the head teacher, who may at their discretion contact Manchester City Council press office (0161 234 3729) or Big Life Group Communications Team (0161 848 2430).

## 22. Menstruation and Period Poverty

We will ensure that appropriate facilities with sanitary bins are accessible to pupils from Year 4 upwards. The school will keep a stock of spare sanitary products and class teachers will make these discreetly available to pupils who need them. We will work with any menstruating non-

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binary pupils and their parent/carers to agree appropriate, discreet arrangements for them to access a sanitary bin.

### **23. Language and terminology**

RSE plays an important role in equipping young people with the correct terminology so that they can safeguard themselves. Good vocabulary around RSE will assist them in talking comfortably, respectfully and accurately about growing up, the human body, and sex and relationships. Staff play a vital role in modelling the correct use of language in RSE. Teachers may share vocabulary lists with pupils and parents before a series of lessons.

The ability to use the medically correct terms for genitalia and other parts of the body is a key skill for young people. It helps them describe abusive behaviours and gives them confidence when accessing medical help.

Language and terminology are also an important part of showing respect. Our anti bullying policy does not allow sexually abusive comments, homophobic comments, name-calling, sarcasm, spreading rumours or teasing. Class teachers will follow the anti-bullying policy to deal with such incidents promptly and firmly.

### **24. Procedures for monitoring and evaluation**

The Headteacher is responsible for ensuring this policy is reviewed within one year of the new statutory duty becoming operable in September 2020. In September 2021, a date will be set for subsequent review. Annual reviews are likely to be helpful for the foreseeable future while the new policy is embedded and developed.

### **25. Sharing the policy:**

The Headteacher will:

- Share this policy with all staff members and governors
- Ensure relevant and regular training is provided to staff on the policy content
- Ensure that copies of the RSE policy are available from the school office and on the website for parents to access on request
- Include a summary of the RSE policy in the school prospectus
- Ensure that parents are aware on admission that this policy is a core part of the Big Life Schools Rights Respecting Ethos and Values

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