

Orleans Primary School



Relationships and Sex Education

Governors committee responsible	Q and S
Status	Statutory
Review cycle	3 years
Date written / last review	November 2020
Date of review	November 2023

ORLEANS PRIMARY SCHOOL

RELATIONSHIPS and SEX EDUCATION POLICY (RSE)

Statement of Intent

We define Relationships and Sex Education as the curriculum used to encompass many aspects of the Personal, Social, Health Education (PSHE) curriculum as well as contributing to promoting the spiritual, moral, cultural, mental and physical development of pupils. Our school policy on RSE is based on the Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019).

The DfE provides the following definition in its guidance:

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance...for family life, of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.'

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that begins in Reception and continues through to Year 6 that will assist children to:

- Develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people's
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child,
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

Legal Requirements

From September 2020, The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. At Orleans Primary School, relationships and sex education continues to be a fundamental part of our pupil's personal, social and health education (PSHE).

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a schools programme of sex education.

Equal Opportunities statement

We are committed to giving all of our children every opportunity to achieve the highest of standards. We recognise and promote the individuality of our children in line with the requirements of the Equality Act 2010.

Special education needs and learning differences

At Orleans, we aim to provide RSE lessons that are accessible to all pupils. We recognise that pupils have different needs based on their emotional and physical development, life experiences, and learning differences. Pupils with special educational needs and disabilities will be supported to enable them to fully participate in RSE lessons. Teachers plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. A differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding

Implementation of RSE

The PSHE Subject Leader is responsible (in collaboration with the class teachers) for leading and implementing any changes in the RSE policy.

What does RSE mean in our school and for our pupils?

RSE is always taught with due regard to moral and legal considerations and within the explicit values of family life and committed, supportive relationships. We recognise that family units may be made up in different ways. For example, single parents, divorced families, nuclear families, same sex partnerships, adopted children, extended or bereaved families or step families. All different family structures will be valued equally and children will be encouraged to share what is positive about their family and to feel those contributions have equal weight. It is taught by teachers who are experienced and have been specifically trained – through our continuing professional development programme – in this aspect of education. Where appropriate, outside agencies will be used to support the teaching and to help ensure parents have the information they need to support their children with the concepts which are covered within RSE.

The teachers will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. These include the use of visual resources to support their teaching of RSE including extracts from 'Living and Growing' (a channel 4 film), resources from the CWP (Christopher Winter Project)*, pamphlets from the Family Planning Association, small group discussions, role play debates and pupils carrying out their own research.

*The Christopher Winter project is a programme of study for RSE. It encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. The curriculum can be viewed on the PSHE page of our school website.

<https://www.orleans.richmond.sch.uk/page/?title=PSHE&pid=223>

In line with recommended good practice in RSE, our programme will be planned to ensure children develop attitudes and beliefs, skills, and the knowledge and understanding which can help support their grasp of the concepts being taught.

These will include the following:

Skills – these will be linked to the skills the children learn in PSHE but will focus more on how they relate to healthy and successful relationships. For example, being able to communicate, listen,

negotiate, ask for and identify sources of help and advice. Children will also effectively develop skills in:

- negotiation
- making choices on probable outcomes
- assertion
- listening
- recognising pressures from other people and how to resist them
- dealing with challenging prejudice
- seeking help from adults – including parents, carers and professionals
- differentiating between accurate and inaccurate information

Beliefs and Attitudes – Understanding that there are a wide range of beliefs and views on sex and sexuality. Children will have the opportunity to talk in a balanced way about different opinions and learn that they can agree or disagree with the cultural, religious or moral views of others. Among the values and attitudes they will explore are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and loving, stable relationships for the nurture of children
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Knowledge and Understanding – Children get information about sex and sexuality from a wide range of sources, including each other, through media advertising, television, music (and music videos) , magazines, as well as leaflets, books and websites. The RSE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction and sexual health
- understanding emotions
- learning about the importance of committed relationships

The Interaction between PSHE education and other subjects

While much of the Relationships and Sex Education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, runs through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the Science National Curriculum that covers basic human biology and is statutorily required to teach in maintained schools. PSHE education involves young people having the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

Examples of this include, Science where we teach about reproduction in the plant and animal world before moving on to humans. PSHE education will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.

It is also very important to make links with the Computing and Online Safety Curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking and sharing images.

When is it taught?

In both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the National Curriculum for Science.

Foundation Stage

Children learn about the concept of male and female, including body part names and about young animals. In ongoing PSED (Personal, Social and Emotional Development) learning, they develop skills to form friendships and think about relationships with others.

Key Stage 1

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Key Stage 2

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Children will find out about different types of reproduction, including sexual and asexual reproduction in plants, sexual reproduction in animals and compare these to human reproduction. The main teaching of Relationships and Sex Education takes place at the end of Year 5 and in Year 6. We have detailed it, as it is taught at Orleans Primary School for these two year groups, as this is when parents have the main concerns due to the content of the curriculum. (See Appendix 1) The school will happily provide details of the Key Stage 1 and lower Key Stage 2 classes upon request. The planning and supporting materials come from the Christopher Winter Project.

Why is it taught?

The DFE states in their guidance (2000) that; "effective Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others."

We believe it is important to address this area of the curriculum because Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 (www.education.gov.uk) the government commissioned a review of the evidence regarding what works in RSE. This review provides a research base from which to develop RSE for all children

and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

- Empower pupils
- Offer a positive and open view of sex and sexuality, and support sexual self-acceptance
- Be sustained by working within a theoretical framework
- Meet local needs
- Ensure the entitlement of all children to Sex and Relationship Education and undertake specific work to meet the needs of vulnerable and marginalised children and young people
- Be provided early, before puberty, before feelings of sexual attraction and before young people develop sexual relationships
- Reinforce value messages
- Focus on risk reduction
- Use active learning and participatory techniques
- Avoid focusing too heavily on biological issues
- Ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

Dealing with Difficult Questions

We recognise that RSE can raise challenging questions due to children's natural curiosity. All staff receive training and support on delivering the curriculum and answering difficult questions. Some of the strategies we use within RSE to create a safe and secure environment are:

- Agreeing ground rules with the class prior to the topic being taught
- Clarifying that personal questions will be asked
- If a teacher doesn't know the answer to a question this will be acknowledged
- If a question is too explicit or is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to deal with the question later on
- If a question is raised which alerts a member of staff that a pupil is at risk of sexual abuse then the school's safeguarding procedures should be followed
- Clarify that pupils should not give out personal information or use personal names in class, but speak to someone they trust after the lesson, e.g. class teacher, pupil mentor.

Values we will promote through the curriculum are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others, especially if those views are different to one's own
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- accepting that different people are entitled to hold different views and to respect this right.

When discussing sexual intercourse staff will present it as part of a committed and stable relationship. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

In accordance with the Learning and Skills Act 2000, through RSE children learn about the importance of loving and lasting relationships when creating a supportive family life. Finally, they learn that not all people make the same choices about the kinds of relationships they want and the different choices people make about entering into loving, committed relationships should be respected.

Monitoring the Impact of RSE

RSE will be monitored and evaluated as part of the school monitoring procedures by the PSHE subject leader and the Senior Leadership Team on an annual basis. The purpose of this is to ensure that teachers can plan future work from a more informed perspective.

Parent’s right to withdraw their children

Any parent has the right to withdraw their child from the Sex Education part of the RSE programme delivered in this school. From September 2020, there is no longer the right to withdraw from Relationships Education along with those parts of the programme that are covered by the Science National Curriculum. Parents wishing to exercise this right should make an appointment to see the Headteacher to discuss how this will be managed. Relevant year group parents will be informed by the school before their child’s is taught the Sex Education part of the RSE curriculum. The curriculum amp attached as part of this policy also gives an overview of when each topic is taught throughout the school.

Safeguarding Children & Confidentiality

RSE may sometimes bring about disclosures of child protection issues. If we have any reason to believe a pupil is at risk, we are required to inform the Child Protection Officer of any concerns about something a child has said or done. Confidentiality cannot be guaranteed for children or their parents. If any individual is in possession of information that they feel may indicate a child is at risk of harm in any way they will report this.

The Role of Parents

Parents will be encouraged to support their children at home by discussing some of the issues covered in RSE. This will ensure children have the opportunity to further explore and develop their thoughts and ideas. To assist parents with this, the school will organise a workshop for parents prior to the teaching of RSE in Year 5 so that parents fully understand the content of what will be taught at Orleans and the part they can play in supporting this. The workshop will include opportunities to view resources and information.

This policy will be reviewed every three years.

Policy agreed: November 2020

Date of next review: November 2023

Signed Chair of Governors

Signed Head teacher (Jane Evans)

CWP Curriculum Overview

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Reception Our Lives

- Lesson 1: *Our Day*
- Lesson 2: *Keeping Ourselves Clean*
- Lesson 3: *Families*

Year 1 Growing and Caring For Ourselves

- Lesson 1: *Keeping Clean*
- Lesson 2: *Growing and Changing*
- Lesson 3: *Families and Care*

Year 2 Differences

- Lesson 1: *Differences: Boys and Girls*
- Lesson 2: *Differences: Male and Female*
- Lesson 3: *Naming the Body Parts*

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: *Differences: Male and Female*
- Lesson 2: *Personal Space*
- Lesson 3: *Family Differences*

Year 4 Growing Up

- Lesson 1: *Growing and Changing*
- Lesson 2: *What is Puberty?*
- Lesson 3: *Puberty Changes and Reproduction*

Year 5 Puberty

- Lesson 1: *Talking about Puberty*
- Lesson 2: *Male and Female Changes*
- Lesson 3: *Puberty and Hygiene*

Year 6 Puberty, Relationships and Reproduction

- Lesson 1: *Puberty and Reproduction*
- Lesson 2: *Understanding Relationships*
- Lesson 3: *Conception and Pregnancy*
- Lesson 4: *Communication in Relationships*

Orleans Primary School –PSHE Curriculum Map 2020-2021

(Adapted from Barnet Schools Wellbeing Programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - PATHS	<p>Safety & New situations</p> <p>Class Charters</p> <p>Observe effects of activity on body Eating healthy range of foods and Importance of exercise</p>	<p>How actions affect other people</p> <p>Anti-Bullying Week</p>	<p>Taking turns</p> <p>Playing with peers</p>	<p>Negotiate and solve problems</p> <p>Feelings</p>	<p>Use activates and resources with help</p> <p>Responsibilities</p>	<p>Being part of a community</p>
	<p>Fostering positive Classroom Climate</p> <p>Circle time rules & compliments,</p>	<p>Basic feelings Units 1 & 2</p> <p>Compliments, happy, sad, mad, angry, scared or afraid</p>	<p>Self – control</p> <p>Turtle techniques - calm or relaxed.</p>	<p>Sharing, Caring and Friendship</p> <p>Basic Problem Solving</p>	<p>Intermediate feelings</p> <p>Comfortable & Uncomfortable, Different types of feelings – Excited, tired, frustrated & Proud</p>	<p>Advanced Feelings</p> <p>Love, worried, disappointed, jealous, furious, guilty, generous</p>
Year 1 - PATHS	<p>Knowing What to Do</p> <p>(Name some feelings, know who to speak to at home and school if worried, School/Class Rules and Routines.)</p> <p>Class Charters</p> <p>Class Charters</p>	<p>Beginning to Understand Me and Others</p> <p>(Know the qualities that make a good friend, begin to understand the ways that they are unique, being to understand that others may be different from them, explore the ideas of “fairness, right and kind”.)</p> <p>Anti-Bullying Week</p>	<p>Being a Responsible Citizen</p> <p>Taking part and belonging</p> <p>(Name some feelings, Know who to speak to at home or school if worried, Know school rules and routines.)</p>	<p>Keeping Safe and Healthy</p> <p>(Identify and carry out various action that they can take to keep themselves in better long-term health, identify where they feel save and less safe, explain how and where to cross a road safely.)</p>	<p>Growing and Caring for Ourselves</p> <p>(Describe their feelings to others, understand the importance of personal hygiene, describe different family members and ways they can help each other.)</p>	<p>Learning about Money</p> <p>(Recognise common British currency and understand its value, understand the difference between needs and wants and make basic choices about spending.)</p>
	<p>Fostering positive Classroom Climate</p> <p>Circle time rules & compliments,</p>	<p>Basic feelings Units 1 & 2</p> <p>Compliments, happy, sad, mad, angry, scared or afraid</p>	<p>Self – control</p> <p>Turtle techniques - calm or relaxed.</p>	<p>Sharing, Caring and Friendship</p> <p>Basic Problem Solving</p>	<p>Intermediate feelings</p> <p>Comfortable & Uncomfortable, Different types of feelings – Excited, tired, frustrated & Proud</p>	<p>Advanced Feelings</p> <p>Love, worried, disappointed, jealous, furious, guilty, generous</p>
Year 2	<p>Others and Me in my Class</p> <p>(Know who appropriate people are to tell, know how to tell appropriate people, identify groups to which they belong, begin to identify differences across the individuals in the class, school, area, country, and world.)</p> <p>Online Safety Class Charters</p>	<p>Keeping Money Safe</p> <p>(Understand where money comes from, how to keep it safe and know that it can be used for different purposes, including spending and saving.)</p> <p>Anti-Bullying Week</p>	<p>Mindfulness</p> <p>Following the Paws B curriculum Delivered exclusively by a qualified practitioner (Mrs. Prinsloo) over a six-week period in 30-minute instalments.</p>	<p>Keeping Myself Healthy</p> <p>(How exercise helps them to keep healthy, the food choices can help keep them be healthy, how to keep themselves clean, how to prevent the transfer of infections at a basic level, some things that change as a baby grows into an older person.)</p> <p>Developing Confidence</p> <p>(Understand more about their own feelings and how to manage them.)</p>	<p>Differences</p> <p>(Describe the similarities and differences between boys and girls, know the names for the main parts of the body (including private parts), understand that making a new life requires a male and a female, identify some choices for a healthy lifestyle.)</p>	<p>Being a Responsible Citizen</p> <p>Rights and Responsibilities</p> <p>(Understand that everyone has rights and responsibilities as members of families and the wider community.)</p>
Year 3	<p>Supporting Friends and Other People</p> <p>(Recognise the feelings of others without being told explicitly, know who their friends are and why, act supportively towards victims of bullying, take action when should they witness bullying.)</p> <p>Class Charters</p>	<p>Safe and Healthy at home, school and locally</p> <p>(Explain to others how they can keep themselves safe and healthy; at school; at home; and in the locality.)</p> <p>Anti-Bullying Week</p>	<p>Being a Responsible Citizen</p> <p>(Understand that a diverse range of people make up our community and the importance of respecting equality)</p>	<p>Let’s Go Shopping!</p> <p>(Understand that you can pay for goods in a range of ways, keep simple financial records and recognise influences on choices about spending and saving.)</p>	<p>More About Me</p> <p>(Explain more about their choices and why they make them despite their preferences, when to listen to emotions, keep personal information safe, resisting pressure from others.)</p>	<p>Valuing Differences and Keeping Safe</p> <p>(Explain sexual difference between males and females, judge what kind of physical contact is acceptable and how to respond if it is not, recognise when and how to ask for help and to resist pressure to do something that makes them uncomfortable.)</p>

Year 4	<p>Who are these People? (Understand the various types of relationships in their lives, be clear about ways of keeping safe on line and in other cyber spaces, and comment on differences between their lives and the lives of others.) Class Charters</p>	<p>Taking More Control (Make informed choices, know their areas of strength, be aware of persuasive language, threats and pressure from others, express their feeling in a positive way.) Explore how our brains works in relation to growth mindset Anti-Bullying Week</p>	<p>Work and Money (Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.)</p>	<p>Being a Responsible Citizen (Understand that a diverse range of people make up our community and the importance of respecting equality.)</p>	<p>Helping Others to Keep Safe (Understand the need to manage risks anywhere, know when it is appropriate to seek emergency help, be aware of basic actions to take in emergency situations e.g. know how to ask for emergency help, know how to undertake basic First Aid.)</p>	<p>Growing Up (Understand the process of growing from young to old and how people's needs change, describe some of the changes that happen at puberty, recognise and care about other people's feelings, understand that puberty is linked to reproduction.)</p>
Year 5	<p>Being Strong (Be clear about the difference between confidential and secret, give praise and constructive feedback to others, confidently and appropriately challenge when there is a difference of opinion.) Class Charters</p>	<p>Understanding media (Discuss and debate topical issues concerning health and wellbeing and critique views presented by the media.) Anti-Bullying Week</p>	<p>Drug Education (Know that some substances can alter how people behave and how their body works, know what effect alcohol has on their brain and other parts of their body.)</p>	<p>Let's Make Money! (Plan and manage a budget, calculate profit and loss, recognise value for money and understand financial risks associated with the internet.)</p>	<p>Changes at Puberty (Describe how their body and feelings will change as they approach and move through puberty; know when and understand why puberty takes place; and recognise when and how to ask for help and advice.)</p>	<p>Moving On (Be aware of the role of the media and advertising in portrayal of images, be aware of more of their strengths and areas for development, identify issues involved when changing schools, making new friends, and keeping old ones.)</p>
Year 6	<p>Being a Responsible Citizen (Have a basic knowledge of the UK democratic system of Government and how individuals and communities contribute to this.) Junior Citizen Class Charters Anti-Bullying Week</p>		<p>Staying Safe and Healthy and Asserting Myself (Feel confident in their knowledge of how they can keep themselves safe and healthy as they move on to secondary schools and adulthood. Leave school with confidence in having strategies to thrive in the future.)</p>	<p>Mindfulness Following the Paws B curriculum Delivered exclusively by a qualified practitioner (Mrs. Prinsloo) 6 x 1hr mindfulness sessions</p>	<p>Money and My Future – Fiver Challenge (Understand that finance plays an important role in people's lives and can recognise links between learning, the world of work and future economic wellbeing.)</p>	<p>Sex and Relationships (Recognise what constitutes a positive, healthy relationship, be aware of the different types of relationship, including those between friends and families, civil partnerships and marriage, and describe the life process of reproduction in humans.)</p>
			<p>Transition - Celebrate the Past and Welcome the Future (Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.) Lessons 1 - 4</p>	<p>Transition - Celebrate the Past and Welcome the Future (Recognise their strengths, be aware of those areas with which they may need support, know how to ask for support, know some ways of managing pressure.) Lessons 5 & 6</p>		

Themes – Health and Wellbeing, Relationships, Living in the Wider World. RSE units are highlighted pink