Relationship & Sex Education Policy (RSE)

RSE Policy

What is our vision?

At Farington Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State funded primary schools are also required to teach health education.

Curriculum Aims and Impact:

❖ To nurture self-esteem and emotional development

 ❖ To promote self-value, learn respect for themselves and others

❖ To increase their knowledge and awareness about their changing bodies

❖ To develop skills to cope with changes in family situations

❖ Deal with difficult moral and social questions

❖ To reduce anxiety about growing up

 ❖ To develop skills in

- decision making
- communication
- assertiveness

❖ To protect them from harm/exploitation

We believe growing up and relationships education is about life-long learning; a combination of developing children's knowledge and understanding, personal and social skills as well as their attitudes and values. Effective Health and Relationship education is essential if young people are to make responsible and well-informed decisions about their lives.

How do we achieve this?

The delivery of Health and Relationships lessons will involve a variety of teaching styles and will be conducted by the teacher in a sensitive manner, taking into account the individual needs and circumstances of the children in their class. The children will take an active involvement in their learning through the use of methods such as:

• thought showers/mind mapping;

• circle time;

• discussion;

• drama;

• role play;

• interactive ICT;

• structured games

• distancing techniques (puppets)

As a school, we have chosen to adopt the lessons suggested in, 'One Decision' this is a quality assured scheme and covers all of the statutory elements required by the DfE. In Year 6, lessons will be adapted to meet the needs of the children.

Scheme of Work:

Using the guidance from the Department of Education and the new implementation of statutory relationships education from 2020, consideration of the pupils' social, physical and emotional maturity was considered during the development of our curriculum. Progression and continuity are built upon from EYFS to Year 6.

RELATIONSHIPS EDUCATION CONTENT

FAMILIES AND PEOPLE WHO CARE FOR ME

- 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

- 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

-   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

-   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

-   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 e.g. family, school and/or other sources.

MENTAL WELLBEING

- 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

- 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

- 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

- 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

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

Health and prevention

- 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 immunisation and vaccination.

Basic first aid

- 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

- 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 and key facts relating to the menstrual cycle.
- Conception and Pregnancy (Year 6 only)

Resources:

All resources are taken from the One Decision website.

Assessment – How do we assess skills and understanding?

Assessment for learning should occur throughout the entire PSHE lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. Future lesson design should depend on class success evaluated through marking and observations made during the lesson. Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. Teachers assess against end of year expectations in line with their year group; identifying who is entering, developing, secure or working in greater depth at their year group level. This allows teachers to assess children's progress in PSHE, gathering evidence over the course of the year. Teachers use this information to inform planning for groups and individual pupils; this supports the delivery of nurture clubs. Tracking is used to identify the needs of specific groups of children, to enable us to provide experiences that support, enhance and extend. Teachers are provided with the key skills for their year group in order to ensure full coverage. This is provided to subject leader's half termly. Floor books are used across school, particularly for the supplementary PSHE.

Health and Safety

In Relationships Education lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

Girls who start their periods at school are fully supported.

Inclusion and Safeguarding Considerations

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

❖ from both sexes;

❖ who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

❖ who are looked after;

❖ from minority faiths, ethnicities, travellers, asylum seekers, refugees;

❖ who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.

❖ who are at risk of disaffection;

❖ who are young carers;

❖ who are sick;

❖ who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, our expectation is to see interested, well-motivated children, responding to challenges and working productively on task.

We incorporate RSE into a wide range of cross-curricular subjects and support all our children in accessing our curriculum.

Other Points/Considerations:

AGT

At Farington Primary School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

British Values

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Monitoring and Review:

It is the role of the PSHE Subject Leader under the guidance of the Head teacher:

❖ To organise PSHE within the curriculum and to ensure progression and development.

❖ To keep abreast of developments within PSHE and carry out INSET/staff meetings when required to disseminate information.

❖ To monitor and update resources and investigate opportunities for enhancing the PSHE curriculum at Farington.

❖ To support governors in their role by keeping them up to date with the curriculum.

❖ To update parents knowledge of the relevant changes within the PSHE curriculum.

❖ To monitor and update the implementation of PSHE throughout school.

Answering questions / confidentiality / child protection / dealing with sensitive issues

At the beginning of the unit the children will discuss and create a list of ground rules, to be used and reminded of at the start of each lesson. The children will be made aware of the boundaries of confidence before disclosures are made. Staff should never offer absolute confidentiality as they are obliged to share information relating to abuse in line with child protection procedures. Visitors contributing to such lessons work to the same policy. Each class will be reminded to use their, 'Ask it baskets'. These are familiar with the children; they can write comments / ask questions to speak to an adult individually or ask anonymously. If a child wants to speak to an adult on a 1 to 1 basis, they will write their name on their question. If a child asks a question an adult does not want to answer, then the adult will tell the children they are not sure about that questions and that they will get back to them. This will allow time for the adult to consider the question further.

Informing parents/carers and parents right to withdraw their child.

Before each year group embarks upon its explicit Relationships Education programme, parents are informed by letter of their right to withdraw their child from the specific Y6 Conception & pregnancy Relationships Education lessons. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's Relationships Education.

Procedures for pupils who are withdrawn from sessions

Provision is made for pupils whose parents wish their child to be removed from specific Y6 Conception & pregnancy PSHCE Education lessons to work in another classroom while their class' Relationships Education is being delivered.