



ROTHERHITHE SCHOOL

Relationships and Sex Education Policy

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching SRE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered

STATEMENT OF AIMS

Through our teaching of relationships and sex education, we aim to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationships and Sex Education (RSE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

THE CONTEXT OF THE SCHOOL

Rotherhithe Primary School is an inner city school that has a strong heritage of promoting equality and celebrating diversity. There are currently 42 languages spoken in the school and 21 different nationalities currently in school. We have good relationships and strong links with the community and actively seek to work in partnership with our parents and carers. We are a

flagship school for inclusion and we have been a member of the Healthy schools project since 2016. We have the silver award and will be submitting our Gold this term.

Definition of RSE

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

The DfES Guidance 2000 offered this definition: "*SRE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, 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 National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

Safeguarding

RSE plays a vital part in meeting schools' **safeguarding** obligations. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. **Ofsted** is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.¹

The RSE programme at Rotherhithe ensures that children from the early years to year six have access to age appropriate teaching that helps them to gain the knowledge and skills and confidence to keep themselves and each other safe.

¹ Taken from *SRE in the 21st Century* – supplementary advice produced by the PSHE Association, Brook and the Sex Education Forum, to be read alongside the statutory SRE Guidance from the DfEE from 2000

Content and organisation of the programme

Science Curriculum Links

The Early years Foundation stage:

Early Learning Goal

- Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes.(UW)
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions(P&C)

Key Stage 1: Year 1:

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2: pupils should be taught to

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2: Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

PSHE Curriculum Links

Year 1 Core Theme 1: Health and Wellbeing. Pupils should be taught:

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Year 2: Core Theme 1: Health and Wellbeing. Pupils should be taught:

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Year 3: Core Theme 1: Health and Wellbeing. Pupils should be taught:

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Core Theme 2: Relationships. Pupils should be taught:

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Year 4: Core Theme 1: Health and Wellbeing. Pupils should be taught:

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Year 5: Core Theme 1: Health and Wellbeing pupils should be taught:

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

Core Theme 2: Relationships

- to feel confident to raise their own concerns, to recognise and care about other people's feelings

Year 6: Core Theme 1: Health and Wellbeing. Pupils should be taught

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships: Pupils should be taught

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to recognise what constitutes positive healthy relationships and develop the skills to form them.

Drugs, Tobacco and Alcohol Education

The school aims to provide a programme of drug education in line with the Science Curriculum and PSHE education scheme of work. This is delivered through the Christopher Winter project scheme of work.

Year 1: Medicines and People Who Help Us

- staying healthy
- medicines
- who gives us medicines

Year 2: Keeping Safe

- risk
- hazardous substance
- who gives us medicines

Year 3: Smoking

- why people smoke
- physical effects of smoking
- smoking and society

Year 4: Alcohol

- effects of alcohol
- alcohol and risk
- limits to drinking alcohol

Year 5: Legal and Illegal Drugs

- legal and illegal drugs
- attitudes to drugs
- peer pressure

Year 6: Preventing Early Use

- Cannabis
- VSA and Getting Help
- help, Advice and Support

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PATHS (20 – 40mins) Anti-bullying focus – link to P4C	Rec/ Y1		Unit 3: Basic feelings	Unit 4: Self-Control	Unit 5: Sharing, Caring and Friendship	Unit 6: Problem solving Unit 7: Intermediate feelings	Unit 8: Advanced Feelings
	Y2	Unit 1: Establishing Positive Classroom Rules Unit 2: Introduction to Feelings	Unit 3: Feelings and Behaviours Unit 4: Self-Control and Anger Management	Unit 5: Anger Management and Problem Solving	Unit 6: Friendship and Feeling Lonely	Unit 7: Manners and Listening	Unit 8: Feelings / Emotions / Behaviours
	Y3	Unit 1: Enhancing Self-Esteem Unit 2: Basic Emotions	Unit 4: Improving Self-Awareness and Anger Management Unit 4: Thinking Skills	Unit 5: Getting Along With Others 1	Unit 6: Feelings and Relationships 1	Unit 7: Getting along with Others 2 Unit 8: Feelings and Expectations	Unit 9: Feelings About School Unit 10: Feelings in Relationships
	Y4	Unit 1: Getting Started	Unit 2: Feelings and Relationship (lesson 6-12)	Unit 2: Feelings and Relationship (L13 - 20)	Unit 3: Making Good Decisions	Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33)	Unit 5: Problem Solving (L34-42)
	Y5	Unit 1: Getting Started	Unit 2: Problem Solving	Unit 3: Goals and Identity Unit 4: Making and Keeping Friends (L21-23)	Unit 4: Making and Keeping Friends (L24-29)	Unit 5: Being Responsible and Caring for Others (L30-35)	Unit 5: Being Responsible and Caring for Others (L36-41)
	Y6	Unit 1: Refresher	Unit 2: Study and Organisational Skills	Unit 3: Conflict Resolution	Unit 4: Number the Stars	Unit 4B: Respect	Unit 6: Endings and Transitions
Mindfulness (20 – 40mins)		Introducing Brain Breaks.	Lesson 1 – How our Brain Works Lesson 2 – Mindful Awareness Lesson 3 – Focussed Awareness Lesson 4 – Mindful Listening	Lesson 5 – Mindful Seeing Lesson 6 – Mindful Smelling Lesson 7 – Mindful Tasting	Lesson 8 - Mindful Movement I Lesson 9 - Mindful Movement II Lesson 10 – Perspective Taking	Lesson 11 – Choosing Optimism Lesson 12 – Appreciating Happy Experiences Lesson 13 – Expressing Gratitude	Lesson 14 – Performing Acts of Kindness Lesson 15 – Taking Mindful Action in the World
P4C (40mins – 60mins)		Focus: Democracy	Focus: : Law	Focus: Liberty	Focus: Tolerance	Focus: Faith	Focus: Health
Christopher Winter Project (SRE and Drugs & Alcohol Education) Barnardos FGM lessons and assembly –summer term. 1 day. Yrs. 3-6					Reception	Our Lives	
					Year 1	Growing and Caring for Ourselves	Medicines and People Who Help Us
					Year 2	Differences	Keeping Safe
					Year 3	Valuing Difference and Keeping Sage	Smoking
					Year 4	Growing Up	Alcohol
					Year 5	Puberty	Legal and Illegal Drugs
Year 6	Puberty, Relationships and Reproduction	Preventing Early Use					

SMSC/PSHE Curriculum Overview for 2017/18

Staff Involved. The Christopher Winters project, mindfulness and Paths are delivered by the teaching staff team . The Barnardos lessons on FGM are delivered by the PSHE lead and the deputy head teacher. The school works with the organisation Educate and celebrate to deliver workshops promoting healthy relationships and discussions around gender and sexuality. These workshops were for all children from the reception classes to year six.

In the summer term, we will be working with the Metro charity who are funding a project that seeks to promote awareness and anti-discriminatory practice around different kinds of relationships. Selected children will be trained as HBT anti bullying ambassadors and will help to promote awareness across the school. All school staff have been trained.

it is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

How RSE is Taught

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

Teachers' Responsibilities

To reassure parents/carers, Pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above. Workshops , meetings and letters provide parents with information and opportunities to ask questions prior to the delivery of any RSE sessions.

Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when

- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Working with Parents/Carers and child withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act, gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By inviting parents/carers to discuss personal development when their child enters the school
2. By inviting parents/carers to a meeting to discuss RSE in the school.
3. By providing parents and carers with a curriculum summary so they are aware of the content of the RSE sessions.

Parents have a right to withdraw their children from RSE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors . A full copy will be made freely available to parents on request and will be on the school website. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

REVIEW AND EVALUATION OF POLICY

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.