



# ROTHERHITHE SCHOOL

## Relationships and Sex Education Policy

<b>Date of issue</b>	September 2019	<b>Date of next review</b>	September 2020
<b>Person responsible for updating this policy</b>	Kellie Ansell		
<b>RSE Lead</b>	Nina Hall		

**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 Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

## 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 and are now a champion healthy school. We have the gold award and endeavour to share good practice across Southwark.

### 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: *"RSE 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.<sup>1</sup>

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.

## What the children should know

<b>Families and people who care for me</b>	<b>Respectful relationships</b> <b>Pupils should know</b> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
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<sup>1</sup> Taken from *SRE in the 21<sup>st</sup> 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

	<p>.That families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>

<p><b>Mental wellbeing</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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. DRAFT 33</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognizing 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).</li> <li>• 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.</li> </ul>
<p><b>Internet safety and harms</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>

	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first Aid</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Content and organisation of the programme

The school aims to provide a programme of drug education in line with the Science Curriculum and PSHE education scheme of work. See appendix 1

### 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)

##### 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 will 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 will 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 will 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 will 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 will 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 will 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 will 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 will 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 will 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 will 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.

# SMSC/PSHE Curriculum Overview for 2019/2010

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

**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 use the organisation Educate and celebrate to deliver workshops to promote healthy relationships and discussions around gender and sexuality. These workshops are for all children from the reception classes to year six.

All school staff have been trained regarding anti-discriminatory practice around different kinds of relationships. 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.

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.

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 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.