



ROTHERHITHE SCHOOL

Relationships and Sex Education Policy

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The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

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

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 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 to enable children 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

Links with other policies

The relationship and sex education policy should be read in conjunction with the policies for Teaching and Learning, Equalities and Child Protection (safeguarding).

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 lifelong learning about relationships, emotions and 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 talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts that will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. 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. 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 school's project since 2016 and are now a champion healthy school. We have the Enhanced Gold award and share good practice across other Southwark schools through our Champions work.

Definition of RSE

RSE is lifelong learning about the emotional, social, and physical aspects of growing up, having relationships, engaging in sex, sexuality 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 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.

The statutory guidance from the DfE (updated September 21) also advises that, "Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach."

Rotherhithe primary school prides itself on supporting the community that it serves and providing education and support that enables its children and young people to move to the next stage in their education equipped with skills knowledge and attitudes that will enable them to know how to be safe and healthy and to help keep others safe and healthy.

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

What the children should know

Families and people who care for me

Respectful relationships Pupils should know

- 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.

- 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.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 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). • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.

Content and organisation of the programme

The school follows and uses the Christopher Winters Programme (see appendix 1) as a resource to deliver our RSE. This is supplemented with resources from Jigsaw a PSHE programme and Mind-Up. We also include a focus on education about the harmful effects of drug use.

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 including how human's grow. (Science)

- 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. (PCC)

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/RSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Reception	<p><u>Being me in my world</u></p> <p>-To know that we are similar and different but we belong together.</p> <p>-To recognise feelings and know why it is good to be kind and use gentle hands.</p>	<p><u>Celebrating Difference</u></p> <p>-Accept that everyone is different</p> <p>-Include others when playing</p> <p>-Know how to help someone when</p>	<p><u>Dreams and Goals</u></p> <p>-Stay motivated when doing something challenging</p> <p>-Keep trying even when it is difficult,</p> <p>-Work well with a partner or in a group</p>	<p><u>Healthy Me</u></p> <p>-Understand healthy balanced diets</p> <p>-Being physically active</p> <p>-Healthy friendships.</p>	<p><u>Relationships</u></p> <p>-Know how to make friends</p> <p>-Try to solve friendship problems</p> <p>-Help others to feel part of a group</p>	<p><u>Family and Friendship:</u></p> <p>Lesson 1: Caring Friendship</p> <p>Lesson 2: Being Kind</p> <p>Lesson 3: Families</p>

	-Explore what it means to make our school a good place to be.	they are being bullied Try to use kind words.	-Have a positive attitude	-Know how to keep calm and deal with difficult situations.	-Show respect in how they treat others.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Year 1	<p><u>First Week Back Mind up: Getting Focused</u> Lesson 1: How our Brain Works</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> -Special & Safe -Rights & Responsibilities -Rewards & Consequences 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> -Discussing similarities and differences and what makes us unique and special. -Learning about bullying, how it feels and who to ask for help. -Discuss friendships, differences, and the importance of being kind. 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> -Setting simple goals, how to achieve them and overcoming difficulties when they try. -Recognising feelings associate with facing obstacles. -Discuss partner working and how to do this well. 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> -Recognise healthy and unhealthy choices and how these make us feel. - Discuss importance of hygiene, keeping clean and that germs will make us unwell. -Learn about road safety and people who can help us stay safe 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> -Exploring friendships. -Understanding how to treat others with respect. -Exploring ways to help myself and others when feeling upset. 	<p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Growing and Caring for ourselves:</u> Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Families and Care</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Year 2	<p><u>First Week Back Mind up: Getting Focused</u> Lesson 1: How our Brain Works</p> <p><u>Being Me in My World</u></p> <ul style="list-style-type: none"> -Understanding what it means to belong. -Understanding what it means to feel safe and happy in my class. 	<p><u>Celebrating Difference</u></p> <ul style="list-style-type: none"> -Discussing gender stereotypes, differences and similarities between boys and girls. -Identifying feelings associated with bullying and where to seek help. -Exploring friendships and differences. 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> -Setting realistic goals and understanding the steps to achieve them. -Discussing perseverance and recognising strengths and difficulties as a learner. -Sharing success with other people. 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> -Learn about healthy food and making healthy choices. -Identifying things that make you relaxed and stressed. -Discussing what medicines are and how to use them safely. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Discussing roles and responsibilities in a family and the importance of cooperation, appreciation, and trust. -Learn and practise strategies for conflict resolution. -Understanding the importance of trust in relationships. 	<p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Differences:</u> Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts</p>

	-Understanding rights and responsibilities.				-Discussing how to seek help if they are worried or scared.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Year 3/4	<p><u>First Week Back</u> Mind up: Getting Focused Lesson 1: How our Brain Works Lesson 2: Mindful Awareness</p> <p><u>Being Me in My World</u></p> <p>-Discuss goals and challenges they may face for the year ahead.</p> <p>-Identify rights and responsibilities as a member of the class, school, wider community, and country they live in.</p> <p>-Explore what democracy means, how it benefits their school and how they could contribute towards it.</p>	<p><u>Celebrating Difference</u></p> <p>-Judging by appearances -Understanding Influences - Understanding bullying -Problem solving</p>	<p><u>Dreams and Goals</u></p> <p>-Hopes & dreams -Broken dreams -Overcoming disappointment -Creating new dreams -Achieving goals</p>	<p><u>Healthy Me</u></p> <p>-My friends and me -Group dynamics -Smoking -Alcohol -Healthy friendships -Inner strength</p>	<p><u>Relationships</u></p> <p>-Jealousy -Love and loss -Getting on and falling out -Girlfriends & boyfriends</p>	<p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p> <p><u>Year 3 Valuing Difference and Keeping Safe:</u> Lesson 1: Body Difference Lesson 2: Personal Space Lesson 3: Help and Support</p> <p><u>Year 4 Growing up:</u> Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Year 5/6	<p><u>First Week Back</u> Mind up: Getting Focused Lesson 1: How our Brain Works</p>	<p><u>Celebrating Difference</u></p> <p>-Identifying similarities and</p>	<p><u>Dreams and Goals</u></p> <p>-Identify own strengths and discuss how to</p>	<p><u>Healthy Me</u></p> <p>-Understand the importance of taking</p>	<p><u>Relationships –</u></p> <p>-Explore and discuss mental health and how to</p>	<p><u>Christopher Winter Project</u> (SRE and Drugs & Alcohol Education)</p>

	<p>Lesson 2: Mindful Awareness Lesson 3: Focused Awareness</p> <p><u>Being Me In My World</u></p> <p>-Discuss the year ahead, setting goals and discussing fears and worries for the future.</p> <p>-Learn about the United Nations Convention on the Rights of the Child.</p> <p>-Talk about choices and actions and how these could have far-reaching effects on others.</p> <p>-Revisit democracy, how it benefits the school and how they can contribute towards it</p>	<p>differences and recognising that for some people, being different is hard.</p> <p>- Explore bullying and how people can have power over others in a group. Discuss strategies for dealing with this as well as wider bullying issues.</p> <p>-Learn about people with disabilities and look at examples of people who have amazing lives and achievements.</p>	<p>further stretch themselves by setting challenging and realistic goals.</p> <p>-Explore various global issues and explore places where people may be suffering or living in difficult situations.</p> <p>-Discuss what they think their classmates like and admire as well as working on giving others praise and compliments.</p>	<p>responsibilities for their own physical and emotional health and choices linked to this.</p> <p>-Discuss different types of drugs and the effects this can have on people's bodies.</p> <p>-Discuss exploitation as well as gang culture and associated risks. - Explore what mental health/illness is and recognise that people can have different attitudes towards this. Recognise the triggers for and feelin</p>	<p>take care of their own mental well-being.</p> <p>-Identify the stages in a grief cycle and discuss the different causes of grief and loss.</p> <p>-Discuss online safety, learning how to judge if something is safe and helpful.</p> <p><u>FGM awareness</u></p>	<p><u>Year 5 Puberty:</u> Lesson 1: Talking about Puberty Lesson 2: The Reproductive system Lesson 3: Help and Support</p> <p><u>Year 6 Puberty, Relationships & Reproduction - Lesson 1:</u> Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships.</p> <p><u>Drug education –</u> preventing early use.</p>
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The Christopher Winters project, mindfulness and Jigsaw are delivered by the teaching staff team. The school collaborates with the Diversity Role Models and Pop and Olly to celebrate to deliver workshops promoting healthy relationships and discussions around gender and sexuality. These workshops were for all children from the Year one to Year six.

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.

Lesbian, Gay, Bisexual, Transgender, Queer and other sexual identities (LGBTQ+)

When teaching relationships education and RSE, we are required to ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. This includes the school adhering to the Equality Act 2010 that describes sexual orientation as a protected characteristic. We respect that pupils in our school community may belong to same sex families and as such believe that our pupils should understand that there are many types of families who adhere to the characteristics that are taught as part of the relationships curriculum content above.

Schools are expected to teach all pupils LGBTQ+ content in a sensitive and timely point in the curriculum. This is not delivered as stand-alone unit to children but is embedded into the relationships curriculum.

Resources used in school, such as story books, reflect the diverse families we have within our school community.

Curriculum Organisation

To ensure progression and a spiral curriculum, we use an online resource 'Jigsaw, the mindful approach to PSHE', to support the teaching of our RSE curriculum in our PSHE lessons. We do not use the resource in its entirety but select the elements that match our curriculum content.

We also teach relationships and sex education through different aspects of the curriculum, especially science, but also PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In science lessons we currently follow the National Curriculum. In KS1 we teach children about how animals, including humans, move, feed, grow and that they produce young. We also teach them about the main parts of their body, including their genitalia. Children learn to appreciate the differences between people and how to show respect for each other. In lower KS2, we teach about life processes and in Upper KS2 the main stages of the human life cycle in greater depth and include teaching about sexual intercourse (and how a baby is made) and puberty. In all year groups we teach about having positive body image.

In Years 4, 5 and 6 we place a particular emphasis on health education as many children experience puberty at this age. In Year 5 we teach pupils about health and hygiene at puberty, including menstruation. In Year 6 only, teachers extend children's understanding of puberty and teach about sexual intercourse and how a baby is made. We liaise with the local health authority about suitable teaching materials to use but this will include video links, PowerPoint presentations with images and discussion.

Many of these will be sourced from the Christopher Winters Project resource. Parents are invited to view any resource materials that are used to teach sexual intercourse, before these are used with the children.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born and created, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

Most aspects of RSE are delivered as whole class lessons, taking into consideration the different needs of the children and differentiating where appropriate. In Years 4, 5 and 6 some aspects of RSE are taught to single sex groups. We feel that this is important as we are aware that some children may feel embarrassed talking in front of members of the opposite sex. Class teachers are responsible for the delivery of RSE to their class with support from the RSE coordinator.

Our school can help our children to develop confidence in talking, listening and thinking about relationships and sex. A number of teaching strategies are employed to assist with this:

- establishing ground rules with pupils;
- using 'distancing' techniques;
- knowing how to deal with unexpected questions or comments from pupils;
- encouraging reflection;
- using correct terminology. Teachers are given support in employing these by the RSE coordinator.

As with all lessons in school, pupils' learning in RSE is facilitated by:

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of all the pupils in the class;

- Learning experiences draw upon pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn and demonstrate skills, attitudes and knowledge;
- Time is given for pupils to reflect upon and consolidate their learning.

A variety of resources are used to support our RSE curriculum. We ensure that resources are up to date, complement our scheme of work, reflect different cultural groups in society and are balanced towards both genders.

RSE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning. In our school we:

- Provide a private classroom environment for RSE lessons to take place;
- Provide adequate time for RSE lessons to include questions from pupils;
- Allow desks to be moved for group discussion activities to take place.

Whilst some children may have a fairly broad knowledge and insight into relationships and sex education, there are those who have little or no knowledge at all. Teachers need to be sensitive to this issue and that lessons are planned to take account of pupils/students' age, culture, experience and maturity. The needs of children with SEND will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some children. Where children have targets relating to their personal development, the teacher will ensure that opportunities are planned to support them in achieving these.

The role of parents and carers

Our school is aware that the primary role in children's Relationships and RSE education lies with parents and carers. We wish to build up a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this we:

- inform parents about the school's relationships and relationships and sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school's RSE policy and making modifications to it as necessary, through our parental feedback session for example;
- inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- Ensure that this policy is available to parents.
- Provide an information video on the school website to provide information for parents to understand RSE at Rotherhithe PS.
- Provide parents with access to lists of RSE support materials and support agencies which can be used to support RSE education at home when requested.

Role of the Head of School/Executive Head Teacher

It is the responsibility of the Executive Head Teacher/Head of school or designated member of staff to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Head of school's

responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

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 pupil's 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, the school's website, meetings and newsletters 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.

Withdrawal from RSE Education

Parents **do not** have the right to withdraw their children from **relationships education**.

Parents have the **right to withdraw** their children from the non-statutory/non-science-based components of **sex education** within RSE.

Requests for withdrawal should be put in writing or discussed with the Head of School or Executive Head Teacher.

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, including targeting time, support and resources to ensure continuing improvement.

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching 'relationships and health education' on [GOV.UK](https://www.gov.uk).

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching 'relationships and health education' on [GOV.UK](https://www.gov.uk).

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Characteristics of PSHE

I could be a...

Teacher

Care worker

Therapist

Counsellor

Politician

Parent

Entrepreneur

Social worker

Police officer

Life coach

Yoga instructor

Anything!

Empathy

The ability to make others happy.

Caring

The ability to be reliable and trustworthy.

Communication

The ability to listen and respond respectfully.

Positivity

The ability to find the good in myself and others.

Caring

Patience

Active Listening

The ability to listen to others effectively.

Resilience

The ability to overcome challenges.

