

RSE POLICY

What is relationships and sex education? (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Rationale

We recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our children. We aim to prepare children for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable children to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE Sex and Relationship Education Guidance that was issued in July 2019 (SRE Guidance).

Objectives

- To provide the knowledge and information to which all children are entitled
- To clarify/reinforce existing knowledge
- To raise the children's self-esteem and confidence, especially in their relationships with others (including safety online)
- To help children understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies

- To support children to develop a strong sense of self and skills to buffer unhelpful messages about body image
- To display information and posters that reflect the diversity of children thereby ensuring that the school is welcoming and supportive to all children and families
- To provide information/training for families that looks at how to support children to develop a positive body image and sense of self
- To help children learn to recognise the early signs of body dissatisfaction
- To be prepared for puberty and adulthood

Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of children. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and teaching about sex, sexuality and sexual health. As part of RSE, children should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community.

The teaching of RSE will encourage children to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those

contributing to RSE are expected to work within an agreed values framework as described in the school's policy.

What is Body Image?

Body image is a broad concept that refers to the way people think and feel about their appearance. It encompasses ideas about size and shape, skin colour, birthmarks, scars, facial features, clothing and adornments relating to personal and religious beliefs, physical disabilities and the use of equipment or aids such as prostheses or wheelchairs. There are a range of factors that contribute to a person's body image and family members, other important adults (including teaching staff), peers and the media all play a significant role.

Why is it important?

Positive body image helps children to feel good about themselves and supports their mental health and wellbeing in childhood and beyond. Children with a positive body image are comfortable with their physical appearance and are more likely to think about their body in terms of its functionality rather than its form – that is, they focus mostly on the way their body helps them to do the things they want to do like playing sport, climbing trees or walking the dog, rather than how their body looks. Children with positive body image might not be completely satisfied with their appearance, but they concentrate on assets rather than flaws. This way of thinking contributes to a positive sense of self-worth. It helps children to detect and fulfil the body's needs, which means they might be more likely to appreciate the value of exercise and make healthy food choices that help the body to perform well. Unfortunately, it is common for both boys and girls to experience negative thoughts or feelings about their appearance or dissatisfaction with the way their bodies look. When children have issues with self-worth and body image, they are at an increased risk for developing unhealthy attitudes to eating and issues with dieting as well as a low mood. Evidence suggests that low self-worth and body dissatisfaction might play a role in the development of serious mental health issues like depression and eating disorders in adolescence and beyond.

The organisation of RSE

RSE is taught within the PSHE programme and is covered throughout the 'Jigsaw' scheme of work. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the Religious Education curriculum. The programme is also supported by the School Nurse and Wellbeing teachers. A range of teaching methods which involve children's full participation are used to teach RSE. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and children are encouraged to reflect on their learning. RSE can be delivered either in mixed or single gender groups.

Relationship Education

The DfE statutory guidance on Relationships Education states that up to Year 6 schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. From Year 7 onwards 'Intimate sexual relationships, including sexual health' will be included.

The way the Jigsaw Programme covers these is explained in the mapping documents: Jigsaw 3-11 and Statutory Relationships and Health Education & Jigsaw 11-16 and Statutory RSE and Health Education ([LINK](#))

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

The DfE statutory guidance on Health Education states that primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The way the Jigsaw Programme covers these is explained in the mapping documents: Jigsaw 3-11 and Statutory Relationships and Health Education & Jigsaw 11-16 and Statutory RSE and Health Education ([LINK](#))

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St Hugh's, we believe children should understand the facts about human reproduction before the end of Year 6. We define Sex Education at this stage as understanding human reproduction. This will be taught within the Science curriculum.

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Learning outcomes

By the end of Reception, children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

By the end of Year 2, children will:

- Begin to recognise similarities and differences between themselves and others and, by encouraging positive self-esteem develop an appreciation of these differences
- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know and describe the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help

- Understand that some people have fixed ideas about what boys and girls can do and learn to challenge these stereotypes
- Describe some differences between male and female animals

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of Years 3 and 4, children will:

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Understand the meaning of personal space and that people may require personal space
- Understand that all families are different and have different family members
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Children can identify age-appropriate characteristics of caring and respectful relationships

By the end of Years 5 and 6, children will:

- Describe how to manage physical and emotional changes
- Explain how to keep clean during puberty
- Understand male and female puberty changes in detail
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know the basic facts about reproductive organs, pregnancy and conception
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong
- Dealing with emotional & social issues and challenges that may arise

In Year 6 Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including:

- Reviewing the human lifecycle, and changes during adolescence.
- The male and female reproductive systems.
- Fertilisation and Conception (including alternative methods, e.g. IVF).
- Pregnancy.
- The role of the placenta.
- Healthy lifestyles during pregnancy.
- The menstrual cycle.

Children are taught about the physical changes that occur during puberty, which include personal hygiene. The emotional and social changes are covered in PSHE whilst also allowing the children to continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

By the end of Years 7 and 8, children will:

- Further understand the physical changes that occur during puberty and develop an appreciation for the importance of maintaining personal hygiene
- Understand the effect of hormonal changes on emotions, recognising the impact on relationships and feelings
- Understand what is a healthy relationship and recognise what unhealthy behaviour including sexual bullying/banter
- Understand what sexual looks, sounds and feels like and know the law in relation to consent
- Understand the terms used to describe sexuality and recognise inappropriate and offensive language
- Recognise that everyone is vulnerable and understand what is exploitation
- Understand the law around sex, images and social media and understand the impact it can have on emotional health

In Science, children revise their knowledge of the basic biology of human reproduction, the structure and function of the male and female reproductive systems, the menstrual cycle (in outline only, without details of hormones), gametes and fertilisation. In PSHE

they continue to develop an understanding of puberty and to be body confident, being prepared for the changes to their bodies. They will develop strategies to deal with emotions and develop empathy in dealing with their own and others behaviours. They will learn how to stay safe, maintain and develop healthy relationships. They will also explore their own values and beliefs regarding different sexuality and respect diversity and differences.

RSE should focus on the development of skills and attitudes not just the acquisition of knowledge.

Equal Opportunities

At our school it is our aim to provide an RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

This policy will inform the school's Equalities Plan:

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At St Hugh's we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described

within. The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's PRE programme. A teacher will be present during the lesson.

Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later, on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. As the range of understanding may be considerable, a three-level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in his absence the Head. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

Withdrawal of children from RSE and complaints procedure

Under the 2019 Education Act, parents may not withdraw their child from Relationships Education but may withdraw from the Sex Education component only.

Here at St Hugh's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within

our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child from RSE is not applicable with regards to sex education. All parents are invited to express their views on the current schemes of work and RSE Policy, and are invited to complete an online questionnaire. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Harriet Perry-Evans, Head of PSHE or Mr Richard Clarke, Deputy Head Pastoral about RSE and Mr Jeremy Kennard, Head of Science will provide further information about the Science curriculum.

Any complaints about the content or delivery of RSE should be addressed to the Headmaster.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Written: July 2022

Review Date: July 2024 (Head of PSHE, Head of Science & Deputy Head Pastoral)