

CLIFTONVILLE PRIMARY SCHOOL



OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

Revised : May 2024

Review Date: May 2025

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies

The strong ethos of Cliftonville Primary and Pre-School permeates through the school's policy and practice. Our school values underpin the teaching of RSE:

- Independence – developing positive relationships which children can manage with increasing independence
- Respect – understanding the importance of self-respect and respect for others and their differences
- Safe and Settled – knowing about boundaries and privacy and how to report unsafe situations
- Resilience – dealing with difficult situations, problems and feelings
- Aspiration – striving to create positive and safe relationships
- Enjoying Learning – developing knowledge and skills in a meaningful and engaging way
- Community – developing safe and positive relationships in the wider community, with particular reference to the online community

2. Statutory requirements

Relationships education is compulsory in primary schools from September 2020. As an academy, we do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum. However, as we feel it a vital aspect of a child's learning and development, we do teach a programme of sex education. In our teaching of RSE, we adhere to the statutory guidance published in 2019. At Cliftonville Primary and Pre-School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the lead on wider curriculum development pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were consulted through the Parents' Forum
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

RSE is taught by class teachers within the personal, social, health and economic (PSHE) education curriculum. The relationships aspects of RSE is taught within 'Relationships'; and 'Health and Wellbeing' PSHE topics. Each year group has two 'Relationships' topics: 'You and Me' and 'Getting On and Falling Out'. There are also two 'Health and Wellbeing' topics: 'Keeping Healthy' and 'Keeping Safe'. Biological aspects of RSE are taught within the science curriculum. Pupils in Y5 also receive a carefully planned sequence sex education sessions. Information given matches the maturity and understanding of the child using correct vocabulary, and the approach taken by staff is sensitive, frank and truthful and takes into account children's backgrounds and beliefs.

Across all Key Stages, pupils will be supported with developing the following skills/attributes:

- communication, including how to manage changing relationships and emotions
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision-making
- self-respect and empathy for others
- recognising and maximising a healthy lifestyle
- managing conflict

These skills/attributes are taught within the context of family life.

Key Stage 1

Through PSHE and science topics, children will learn about the following aspects of physical development:

- the importance of personal hygiene
- the names for the main parts of the body, including external genitalia and the bodily differences between girls and boys (Parents will have the right to withdraw children from this activity.)
- the process of animals, including humans, having offspring which grow into adults
- the process of seeds and bulbs growing into mature plants

They will also explore the following aspects of emotional development and relationships:

- how to make informed choices that improve their physical and emotional health
- how to judge what kind of physical contact is acceptable and comfortable and how to deal with/report unwanted contact
- how to communicate their feelings to others and how others show feelings and how to respond

Before content about the bodily differences between boys and girls is taught, resources can be viewed by parents and they are given the option to withdraw their child from these lessons.

Key Stage 2 - Years 3 and 4

Children will further develop their understanding of relationships and emotional aspects of development including:

- recognising that they may experience conflicting emotions and when they might need to listen to, or overcome, these
- how to deal with pressures to behave in unhealthy and risky ways and where these pressures may come from
- judging what kind of physical contact is acceptable or not acceptable and how to deal with/report it
- recognising different types of relationships and understanding personal boundaries
- the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable or afraid

Key Stage 2 - Years 5 and 6

The topic 'Lifecycles and Ageing' will be taught in the latter part of Year 5. Through this topic, children will learn about the lifecycles of animals and plants and about reproduction in plants. They will then move on to learning about human reproduction. The main focus will be on preparing them for puberty and the way in which their body will, and their emotions may, change during this stage of their life. The information provided will be factual and the functions and operation of sexual organs will be explained in a simple form. It will be made clear to children that it is only legal for consenting people over the age of 16 to have sex. Continuing themes begun in KS1, children will learn that they have the right to protect their body from unwanted contact and how to get support if they have fears for themselves or their peers.

Children will be shown a BBC DVD and be given the opportunity to discuss this with their teacher and put questions in a box to be answered later with the class, if they do not wish to raise them in person. Teachers will answer questions which relate to the content of the RSE lessons. The DVD will be shown to all the classes (separately) on the same day. Parents/carers are invited to view the DVD before it is shown to the children. The school will discuss with individual parents of identified children with learning or emotional needs the option for them to receive a modified programme. (Parents have the right to withdraw children from these activities.)

In Year 6, children will continue to learn about the physical and emotional changes associated with

puberty. The focus will be on emotions and relationships. Within the topics 'You and Me' and 'Getting On and Falling Out', children will learn about the different ways in which people show commitment to each other as partners. They will also learn about the difference between, and the terms associated with, gender identity and sexual orientation (lesbian, gay, bisexual, heterosexual/straight, gender, gender identity, trans). This will be in the context of equal rights and anti-discrimination/anti-bullying. Teachers will use school agreed definitions of these terms (Appendix 2).

Please see Appendix 1 for a more detailed overview of the RSE objectives taught in each year group.

Safeguarding

Teachers will be alert to any safeguarding concerns which arise from RSE and will report these in accordance with the school's safeguarding policy.

Equality

Where appropriate reasonable adjustments will be made to ensure all pupils have equality of opportunity to access RSE regardless of age, disability, gender, race or belief. Additional advice may be offered to parents if appropriate.

Use of ICT

Where appropriate, staff will make use of ICT to support learning in RSE.

Teaching of RSE

Teachers will need a broad and detailed understanding of RSE, based on the objectives in the PSHE scheme of work. They will need to create a climate that encourages children to express their views and feelings and to respect those of others. Where needed, staff will seek advice from other staff, or undertake further training. Local health practitioners and support services can be called on to help in delivery of lessons and to lead discussion groups.

6. Roles and responsibilities

6.1 The School board

The School board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE but those who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] sex education components of RSE. They do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education aspects of RSE.

8. Training

Training is included in our continuing professional development calendar in the form of ILP, staff meetings, team teaching, joint planning, and support from outside agencies.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored through:

- QA monitoring cycle including lesson looks, learning walks, planning scrutiny
- pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Claire Whichcord, Headteacher and Assistant Head leading on the wider curriculum, Caroline Spackman, annually.

At every review, the policy will be approved by the headteacher and the School Board.