

Chapel Street Community Primary School



Relationships and Sex Education (RSE) Policy

Prepared by: RSE Coordinator
Approval date: 29th March 2021
Next review: Summer 2022

Signed by: Headteacher:

Handwritten signature of the Headteacher, E. Hughes.

Chair of Governors:

Handwritten signature of the Chair of Governors.

1) This policy has been developed through consultation with:

- The Head teacher, Deputy Head teacher and the RSE/PSHE Lead
- Parents
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association <https://www.pshe-association.org.uk/user>. The policy also has input from Manchester Healthy Schools. Manchester Healthy Schools has been working in partnership with Manchester Schools for over twenty years- tackling health inequalities and improving the health and wellbeing of children and young people.

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school.

3) Definition of RSE

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Our School Setting

Chapel Street Community school is a much larger than average-sized primary school and stands as a 3 form entry school including a Nursery. Almost all pupils are from minority ethnic groups with pupils of Pakistani heritage making up the largest percentage in the school. A high proportion of pupils speak English as an additional language and students who are international new arrivals are very frequent. Most of these pupils are at the earliest stages of speaking English when they join our school. 16% of the school's cohort have been identified as having SEND. 43% of pupils receive support through the pupil premium funding which is above the national average. The school will ensure that relationships and sex education meets the needs of all children within our community.

The UN convention of rights of a child discusses the 54 articles that children should know in order to understand their rights. Article 2 of the 54 articles states: The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. This article itself is embedded in our own school ethos 'Respect Everyone, Grow Together' and this in turn embeds our learning of 3 core values- growth, inclusion and respect. This is often described by staff members as 'The Chapel Street Way'.

5) Aims and Objectives of the policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

6) Morals, Values and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Chapel Street Community Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum will reflect the values of our school/PSHE programme and will be taught within the context of relationships. (See Appendix 1- The I Matter Curriculum provided by Healthy Schools)
- The RSE programme at Chapel Street reflects our ethos 'Respect Everyone, Grow Together'. This encourages children to explore faith, cultural perspectives in a respectful way.
- RSE will be delivered through a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence. This will be broken down to age appropriate subject knowledge.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

7) **Delivery of Relationships and Sex Education**

The RSE Coordinators at Chapel Street are Mrs Pilling (Senior Lead) and Mr Thompson (Subject Lead until August 2021). Mrs Ortoft will take the subject lead position from September 2021 onwards.

RSE is delivered within discrete PSHE lessons that take place once a fortnight. The lessons with RSE as their lesson objectives will be taught during the Spring Term- (January up to the Easter Holiday). Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom by the Safeguarding Displays. We use resources that are quality assured by Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. RSE lessons will be taught by the class teacher and where possible, a Teaching Assistant will also be present. Lessons are differentiated to ensure they are accessible to all.

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum which has been discussed with both parents and staff in school.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions. This approach mirrors the teaching styles used in the other areas of the curriculum.

Prior to these lessons a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff and RSE coordinator

External agencies can be invited to support or enhance the delivery of RSE.

Part of the RSE teaching can sometimes include help and support from external agencies. These could include: the school nurse, voluntary sector and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies. All visitors are supervised/supported by a member of staff at all times.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. External agencies will be invited into school where subject knowledge will be enhanced because of the visitor. The effectiveness of the external agencies will be reviewed annually through subject monitoring through the use of pupil questionnaires and discussions with the Class Teacher.

8) Parental Involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents through information evenings, displays, during policy development, termly curriculum letters and the school website, Class Dojo about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Due to the Coronavirus Pandemic, face to face meetings have been unable to take place. Due to this, the school have uploaded to the website, videos explaining the curriculum, helpful websites and sharing resources. A questionnaire has also been sent out electronically and in paper form to help with the gathering of parental concerns and suggestions.

A PSHE committee has also been formed from the Spring Term 2021. The committee includes Governors, Senior Leadership, School Staff, Healthy Schools representatives and Parents. The aim of the PSHE committee is to help with the delivery of PSHE (including RSE and Health Education) and building and maintaining parent relationships in a healthy, open way.

Parents will be updated every half term with the teaching and learning for the upcoming half term. This will be through the School's Website and letters that will be sent out. These letters will include helpful websites and an overview of the learning taking place in school. Urdu and Arabic translations will also be available. In the academic year 2021/22, we endeavour to have face to face meetings as soon as Covid regulations allow this to occur. The meeting's aims will be able to share updated statutory guidance and provide time for dialogue between the PSHE committee and parents to take place. This will inform updates to both policy and provision when it is required.

9) Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. **However, it is required that all children** attend relationships and health education lessons, this includes puberty and menstruation.

You should make your request of withdrawal in writing to the PSHE Lead. Parents/ carers will then be invited in to see the PSHE Lead/SLT who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson. It should be noted however, that it is not the duty of the school to provide any more education during the lessons that a child is withdrawn from. The provision could be taking part in a different lesson in another class in the child's year group.

Please also note that withdrawal from sex education in RSE does not withdraw your child from these elements in the statutory National Curriculum for Science. The Science curriculum objectives for Year 5 includes: describe the life process of reproduction in some plants and animals /describe the changes as humans develop to old age. The Science curriculum objectives for Year 6 includes: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

10) Menstruation and Period Poverty

Period Poverty is an important, yet often ignored, public health crisis. Period Poverty is defined as not being unable to afford products such as pads, tampons, or liners to manage menstrual bleeding. Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school. 1 in 4 pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and disabled toilets. Sanitary products are stored in the school's main office, the inclusion room and in the First Aid Room. They can also be obtained to take away from the school office as part of the DfE free period products campaign (2020). This will be monitored by the PSHE Lead.

11) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via pupil interviews and in class discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through termly monitoring. A staff meeting each term will also provide effective time to adapt and refine lessons to ensure the lesson's content are being delivered through quality first teaching.

RSE is monitored on an annual basis by the PSHE and RSE Coordinators in the school to ensure that the content is relevant for the pupils and resources are updated. This mirrors the approach for the other subjects of the curriculum.

12) Pupil Involvement

We involve pupils in the development of the RSE curriculum in both short and long term monitoring and evaluation. Pupil questionnaires and interviews are held each year to help with the understanding of taught subjects and provide children with the chance to express their views on the subjects.

In short term monitoring and evaluation, children also have an input through their lessons and dialogue held in the lessons. This means that during a lesson, as with all subjects, if the lesson content and/or objective is not achieved, the following lessons will be amended and refined to allow children to fully understand the subject content. This approach to teaching and learning runs parallel to the other subjects that are taught within school.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

13) Accessibility/ Equalities Act

The RSE policy reflects, and is in line with, the schools' equality policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Chapel Street Community Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying and harassment policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL. This again is mirroring the teaching approach and provision for the other curriculum areas at Chapel Street.

Looked After Children and Previously Looked After Children often miss out on RSE programmes at schools. This can be because they do not attend regularly, or they move between schools, or they are removed from PSHE/RSE lessons to attend appointments, or their additional needs mean that they do not engage with lessons. Due to this we ensure that these children still have access to quality first teaching of this subject as we would do with all subjects at Chapel Street. In order to provide additional support in this area, the school will ensure that discussions at Parent's Evening takes place. Any missed learning will be highlighted and discussed at termly PEP meetings. When these areas are highlighted, the PSHE/RSE lead will be able to provide additional support to parents/carers and children.

14) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the designated safeguarding lead. RSE discussions or

lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Child Protection and Safeguarding Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

15) Process of professional development of Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days. Additional CPD can be obtained by National College and Healthy Schools. Should any staff identify any training needs this should be reported to the RSE or PSHE Lead.

16) This policy is supported by and links to the:

PSHE Statement of Intent

PSHE Association Scheme of Work

Child Protection and Safeguarding Policy

Behaviour Policy

Confidentiality Policy

Equality Policy

Anti-bullying and Harassment Policy

Relationship and Sex Education Guidance – DfE (2019)

Health and Safety Policy

Pupil's Safeguarding Policy

Online Safety Policy

17) Review Policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

IMatter Curriculum: Chapel Street Drafted for the academic year 2021/22		
Year Group	Autumn 1- Keeping Safe	Autumn 2- Healthy Lifestyles
1	1) What are the rules for keeping me safe at school and outside? 2) What are rules about household substances? 3) What is an emergency and what do I do?	1) What foods should I eat? 2) How can I look after my teeth? 3) Why is it important to wash my hands?
2	1) How do medicines help us when we are unwell? 2) How do I keep safe at home? 3) What is my responsibility for keeping myself and others safe?	1) How do I keep myself healthy? 2) Why is it important to keep active? 3) How can I prevent diseases spreading?
3	1) What happens when I breathe smoke in the air? 2) How do I recognise risks in my life? 3) What do I do in an emergency?	1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal hygiene important?
4	1) How do I manage risks in my life? 2) What is self-control? 3) What is the difference between legal and illegal drugs? Are all drugs harmful?	1) How do I make sure I sleep well? 2) What is fuel for the body? 3) How do I know if I'm physically ill?
5	1) How do I respond to dares? 2) What are 'habits'? 3) Who or what influences me?	1) How can we stop the spread of infection? 2) Why is it important to know about nutritional content of food?
6	1) How do drugs affect the mind and body? 2) How do I manage peer pressure? 3) What are basic emergency first aid skills?	1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal?
Year Group	Spring 1- Relationships and Sex Education	Spring 2- Mental and Emotional Health
1	1) Who are the people in my live who love and care for me? 2) What are the differences and similarities between people? 3) What are the similarities between girls and boys?	1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others?
2	1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and unkind? (friendship)	1) What is the difference between small feelings and big feelings? 2) How can I keep safe online? 3) What makes others happy? What is the different between joking, teasing and bullying?
3	1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal important in relationships?	1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we communicating online? 3) What am I good at?

4	1) What is diversity? 2) Do boys and girls have different roles? 3) What changes happen to my body?	1) What is resilience? 2) What does it mean to have responsibility over my choices and actions? 3) What is discrimination?
5	1) What is puberty? 2) What are the different relationships in my life? 3) What is unwanted touch? 4) (Additional lesson) Understanding FGM	1) What is mental health? 2) How do I negotiate and compromise? 3) How do I stay safe on a mobile or tablet? 4) How can I be happy being me? (body image)
6	1) What changes happen in my life? 2) What happens in a loving relationship and what is forced marriage? 3) How is a baby made?	1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health?
Year Group	Summer Term 1	Summer Term 2- Living in the Wider World
1	No Teaching of PSHE/RSE Discreetly.	1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment?
2		1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment?
3		1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money?
4		1) What are the rights of the child? 2) How do we look after our money? 3) What is sustainability?
5		1) How are rules and law made and changed? 2) What is Fair Trade? 3) How can I develop my enterprise skills?
6		1) Why is it important to be critical of the media online and offline? 2) How do people manage money? 3) What do I want to be?