

ELEANOR PALMER PRIMARY SCHOOL

Relationship and Sex Education (RSE) Policy



RELATIONSHIP and SEX EDUCATION (RSE) POLICY

What is RSE?

Relationship and Sex Education gives our children the knowledge, skills and understanding to form and maintain a wide range of healthy and secure relationships. It covers learning about different relationships, such as families and friends; the importance of families in caring for children; how to recognise when a relationship is unhealthy; the importance of respecting others; avoiding stereotypes, bullying and discriminatory language. Importantly, it also covers what children can do to both prevent this and get help. All areas of learning examine both relationships in real life and those that may be formed online. We believe that by teaching and modelling kind and respectful relationships throughout their Eleanor Palmer school career, our children will be prepared to establish and maintain healthy relationships with peers and others in their subsequent education and future lives.

RSE at Eleanor Palmer

At Eleanor Palmer, we want children to develop the skills to make positive, caring, respectful and healthy relationships - in their friendships, within their families and with other children and adults. They must be aware of the difference in relationships in real life and online, enabling them to navigate the complex online world safely, as well as understanding what is and is not acceptable behaviour. Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate and parents do not have the right to withdraw them. This teaching predominantly takes place through our in-class PSHE lessons, with close links to Science, Computing and PE, taught at an appropriate level to the year group of children. We may also choose to make particular issues a focus for the whole school, for example, explaining the concept of allyship in supporting others or how children can be changemakers. In these instances, teaching may take place in assemblies and/or discussion with all children in Big School Meetings. Parents are involved in updates and ongoing education through our SHED Talks and open evenings, where guest speakers and staff come together to ensure that everyone has access to the information they need.

What values underlie the teaching of RSE at Eleanor Palmer?

At Eleanor Palmer, we are committed to creating an inclusive school that promotes diversity, equality and fundamental British Values*. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity.

We believe that Relationships Education promotes the aims and values of our school which include:

- respect for self and others
- kindness and consideration for others
- commitment, trust and love within relationships
- promoting equality and respecting rights and responsibilities in relationships
- respecting and celebrating difference and diversity
- preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, sex, and gender identity**
- promoting gender equality, challenging gender stereotypes and inequality
- valuing family life and stable, loving and caring relationships, for bringing up children
- everyone has the right to a healthy and safe relationship

* Democracy, individual liberty, the rule of law and mutual respect and tolerance

** 5 of 9 protected characteristics as enshrined in law through the Equality Act 2010 (others are age, race, marriage and civil partnership, pregnancy and maternity)

Aims for RSE at Eleanor Palmer

Our Relationships Education programme aims to help children to:

- develop the confidence to talk about relationships;
- develop the skills to make and maintain healthy and respectful friendships and family relationships;
- recognise unhealthy or unsafe relationships, including friendships (and online), within the family and with known or unknown adults;
- recognise the differences between appropriate and inappropriate or unsafe contact, physical or otherwise, and to know how to report it and get help;
- understand the importance of respecting others even when they are different from them;
- understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children;
- challenge and prevent discrimination based on difference eg race, religion, sex, gender, gender identity, disability or sexual orientation;
- recognise bullying and discriminatory language based on race, religion, sex, gender, gender identity, disability or sexual orientation, and develop the confidence to prevent it and report it;
- challenge gender stereotypes and inequality and promote equality and respect in relationships;
- know how to be safe online and behave respectfully and appropriately;
- and know where and how to seek information and advice when they need help.

Content and Organisation of RSE at Eleanor Palmer

Relationships Education will be taught through a planned programme of PSHE taught as timetabled lessons in all years. Sometimes this will be organised as blocks of teaching e.g. teaching about preventing bullying to coincide with anti-bullying week, or integrated into topics such as Me and My family, Keeping Safe and Online Safety.

Our Relationships Education programme meets the statutory requirements in the [DfE Guidance](#) that describes what needs to be taught by the end of the primary phase. We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years. RSE is assessed and evaluated formatively by class teachers. The PHSE leader monitors the teaching and learning of RSE through the scrutiny of planning, discussions with class teachers and learning walks. The governors will monitor RSE as determined by the schools development priorities each year.

Please refer to our PSHE policy, which explains the content and sequencing of the teaching of RSE. Appendices 1 and 2 to this policy set out the statutory content for Relationship Education and Health Education. The teaching is undertaken by the class teaching team.

How is Relationships Education taught?

We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.

Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

We ensure that the Relationships Education teaching programme is accessible for all pupils, including those with SEN and disabilities, recognising its importance when timetabling lessons to ensure that all pupils are included. Relationships Education and RSE can be particularly important subjects for pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. During termly meetings between the headteachers and classteachers, pupils who may need adaptations are identified and the planning of RSE is discussed. Where needed, senior leaders and our PHSE lead work with the teaching team to differentiate and adapt RSE lessons to meet the needs of pupils. Specialist resources may be used to respond to individual needs of pupils and in some instances, pupils will have individual support or work in small groups.

We answer questions honestly and sensitively, as appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteachers or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Sex Education and the right to withdraw children

In this school we teach some sex education that is in addition to the science national curriculum. Sex Education is defined as teaching about sexual intercourse in the context of learning about how a baby is conceived, and a basic understanding of pregnancy and how a baby develops. This is taught in Year 6, usually by the class teacher.

Right to withdraw children from sex education

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these aspects of sex education, and parents have the right to request that their child is withdrawn from any or all parts of sex education.

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education, growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. (Please refer to our Science Vertical). Parents do not have the right to withdraw from Science.

All primary schools are required to teach statutory Health Education that includes teaching about puberty. We begin teaching about puberty in Year 5 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty.

Most elements of this teaching happens through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same sex.

Confidentiality, safeguarding and child protection

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures.

Engaging and Involving Parents and Carers

At Eleanor Palmer, we place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will take every opportunity to inform and involve parents and carers by:

- publishing the Relationships Education policy on the school website;
- providing information about content of the Relationships Education and Sex education teaching programme as part of the termly information on the curriculum;
- and inviting Year 5 and 6 parents to a meeting about what will be taught in relationships education, science and sex education, including giving tips for talking to their children about relationships education and sex education.

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

This policy was developed by a working group at Eleanor Palmer with representation from senior leaders, staff, parents and carers, and governors. Our group consulted with pupils, the wider staff body, parents and carers, and Camden Learning. We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019)
- Equality Act 2010 and the Public Sector Equality Duty

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parental right to withdraw.

This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality policy, Online Safety policy and is closely tied to PSHE, through which most of the teaching and learning of RSE takes place. In maintaining an attitude of 'it could happen here,' all adults at Eleanor Palmer promote healthy and secure relationships

This policy was agreed by Governors on 24/11/21 and it will be reviewed in _1 year_.

Appendix 1

Statutory content for Relationships Education

By the end of Primary, pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life are: 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 for them.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

*marriage including both opposite sex and same sex couples

Caring friendships

- that friendships are important 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 these can often be worked through so that the friendship is repaired or even strengthened(resorting to violence is never right.
- can 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.

Respectful relationships

- 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.
- the 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.
- that there are different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Appendix 2

Statutory content for Health Education (relevant to Relationships Education and Sex Education)

By the end of Primary, pupils should know

Changing adolescent body

- 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.