

**RSE Policy**

Basic Information:

This policy covers Etchells Primary School’s approach to Relationships and Sex Education (RSE). It was produced by the Headteacher and PSHE Co-ordinator, after consultation with Stockport Authority’s Schools Health and Wellbeing Advisor.

This policy will be available to parents via the school website, or as a hard copy if requested. RSE Guidance 2000 notes parents’ right to withdrawal. For this reason, parents will be informed, in writing, of forthcoming planned RSE teaching and will be reminded of their right to withdraw their child. This will be through classes’ termly newsletters. Parents will then be able to come into school and speak with class teachers if they have any queries about forthcoming RSE topics. They will also be able to look through the resources which will be used. This will allow class teachers to work with parents; parents can then be assured that they know exactly what their children will be learning and how to pick up these conversations at home.

Overall School Aims and Objectives:

We aim to be a vibrant, happy, welcoming school where children’s basic needs are met, allowing them to flourish as learners. We care about educating the whole child and we aim to teach children about what healthy relationships entail and how to pursue these.

Rationale:

We define RSE as our programme of study which teaches children, in an age-appropriate manner, about what healthy relationships look like and how to obtain these. We see RSE as giving children the tools they need to forge healthy relationships and to keep themselves safe, and to speak up and ask for help when they feel unsafe. We believe firmly in the universal entitlement of young people to learning that will enable them to live safe, fulfilled and healthy lives and we see RSE as a key tool in achieving this aim.

We are required to teach with regard to the RSE Guidance 2000. This stipulates that:  
  
 *All children, including those who develop earlier than the average, need to*

*know about puberty before they experience the onset of physical changes. In*

*the early primary school years, education about relationships needs to focus*

*on friendship, bullying and the building of self-esteem.*

A review of our RSE practices was held at the end of the academic year 2014-15, in which we concluded that children needed to be taught about the physical changes the onset of puberty would herald in Year 4, as opposed to Year 5, as had previously been the case. In line with school policy, parents will be informed in writing of their right to withdraw their child from these lessons.

As recommended by Stockport Authority’s Schools Health and Wellbeing Advisor, our discrete PSHE lessons are based on a spiral scheme which rotates around a SEAL theme, an E-Safety lesson, a Drugs and Tobacco Education (DATE) session and an RSE lesson per half-term. TheRSE session is carefully tailored to be age-appropriate and the RSE themes covered per year group are:

Reception:

* Making friends
* Teamwork
* Behaviour
* How am I different/the same as others?
* Dressing myself/personal hygiene
* How are girls different to boys?

Year 1:

* Feelings and recognising own qualities
* Right and wrong
* What makes a good friend?
* How to make friends
* Growing up (body parts)
* The needs of a baby

Year 2:

* Who is special to me
* Managing feelings, peer pressure and stereotyping
* Similarities and differences between people
* Different family types
* Growing up and safety: naming body parts
* Growing up and safety: knowing that animals reproduce and these animals grow to be adults

Year 3:

* Feelings and worries
* How feelings affect friendships
* Knowing what touching is appropriate
* Naming body parts
* How young children develop (birth of a sibling)
* Human life cycle stages

Year 4:

* How to express feelings- positive and negative
* Friendship and conflict / feeling left out
* Everyone is special, everyone is different
* What is a grown-up?
* Correct use of vocabulary around growing up
* Similarities and differences between people and families
* WE ALSO DELIVER A DISCRETE LESSON FOR BOTH GIRLS AND BOYS ON PUBERTY AND THE CHANGES THEY WILL EXPERIENCE

Year 5:

* Taking responsibility, understanding the concept of fairness.
* Friendship qualities
* What a healthy relationship is
* The media and role models
* Confidentiality
* Names and functions of body parts and how a baby is made

Year 6:

* Strong feelings, attraction and love
* Diverse peoples, diverse families and marriage
* Family roles and responsibilities and views on this
* Fears and worries: transmission of disease
* Body changes; conception and having a Baby; RSE in the media

RSE also forms a part of the statutory Science Curriculum. This requires that in Year 2, children ‘notice that animals, including humans, have offspring which grow into adults’. It also specifies that in Year 5, children should be taught to ‘describe the life process of reproduction in some plants and animals.’

RSE Guidance 2000 also notes that:

*Traditionally the focus has been on girls. Boys may have felt that sex education is not relevant to them and are unable or too embarrassed to ask questions about relationships or sex. Boys are also less likely to talk to their parents about sex and relationships. For these reasons, programmes should focus on boys as much as girls at primary level as well as secondary.*

Where class teachers delivering RSE feel it would be appropriate and beneficial to boys’ inclusion, year groups will be split into boys and girls and taught separately, to facilitate open discussion and to clearly signal RSE’s significance to both genders.

Legal Requirements on Coverage of Sexual Orientation in Primary Schools:

According to schools’ legal guidance:

*The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.*

The guidance is clear that parents should be informed what will be taught, which is the purpose of this policy and our including forthcoming RSE topics on termly class newsletters.

We are also required by law to deal with any incidences of homophobic bullying immediately, in the event that it arises.

The Values We Seek To Promote:

We seek to make children feel safe, respected and valued so that they are best-placed to learn, and also to make responsible choices for themselves. We aim to equip children with the confidence, understanding and language to recognise relationships which are healthy, and to speak out when something makes them feel uncomfortable or unsafe. RSE begins, in an age-appropriate manner, in the Early Years and is revisited and built upon each year. We aim to provide an open, respectful environment where children learn openness and respect. We model respect for children in our treatment of each and every member of our school community. We aim to prepare our learners for life in modern Britain by challenging notions that there are narrow parameters for acceptable family structure or relationship. We promote tolerance and we actively challenge intolerance whenever we come across it.

Involving and Consulting On This Policy:

This policy was drafted after consultation with Stockport Authority’s Schools Health and Wellbeing Advisor.

This policy has been shown, in its draft stage, to parents. Feedback has been requested via our Parent Council.

Ensuring Access To RSE:

All children will have access to the programme of RSE work, within our school’s PSHE curriculum. Class teachers know their children best and will differentiate work set and discussions begun as appropriate to ensure access for all.

We strongly encourage all parents to allow their children access to our RSE programme in school. However, we recognise the right that parents have to withdraw their children from such lessons. We hope that parents considering this course of action will first speak with class teachers and look at resources prepared so that any anxieties can be assuaged.

RSE is part of our PSHE programme of study which helps children to understand how to be accepting and tolerant, and that in school, as in wider society, there are consequences for teasing, bullying and aggressive behaviour, and use of prejudice-based language.

Children also need to learn that if they are a victim of these bullying behaviours, that this is not acceptable and that there will be support available and consequences for the perpetrators.

Equalities Obligations:

We recognise the responsibility we have under the Equalities Act 2010 to strive to ensure that we do the best we can for all children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, gender, identity or religion. Therefore we respect how children choose to identify themselves and we understand that children’s identities are emerging. Therefore we are sensitive to the different needs of individual pupils and we understand that this policy may need to adapt to reflect our children and their needs as time goes on.

Who Will Be Responsible For Teaching RSE?

Class teachers and, in some cases, other staff providing PPA cover who know the children well, will deliver RSE. Planning will always be completed by class teachers, in line with our school policy.