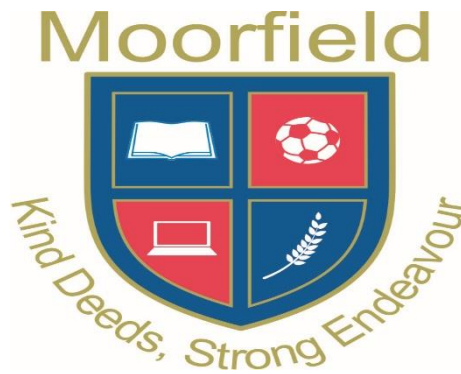


# MOORFIELD PRIMARY SCHOOL



## RSE POLICY

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Version	3

## Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

## Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

## Overview Statement

**“Relationship and Sex Education is lifelong learning about physical, moral and emotional development.”**

At Moorfield Primary School, we consider Relationship and Sex education to be an important component of the PSHE education programme (see also PSHE policy document). The Governing Body of Moorfield has considered the Education Act, 2002 and the Policy Guidance for delivering quality Relationship and Sex Education (RSE) and has decided upon a policy for the provision of Relationship and Sex Education in addition to that which is part of the statutory Science Curriculum. This policy embraces issues of sexuality and relationships within the curriculum and the pastoral life of the school.

Alongside PSHE, there is a planned programme of RSE throughout the school. The teaching offered is complimentary and supportive to the role of parents/carers who are recognised as being primarily responsible for raising their children, and teaching them about relationships, sex and growing up. They do this by:

- Teaching their children about relationships and sex.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sex and maturity brings.

The school recognises the contribution that RSE in the primary school can make to Government health targets and its proven impact on life chances and academic success. RSE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

Primary RSE ensures that every child is guaranteed a PSHE education that covers: mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including consent and negotiating life online.

The policy will be reviewed on an annual basis so that it is responsive to the needs of the children and issues arising in the wider world for Primary aged children. This review will be led by the PSHE Co-ordinator and will be informed by: staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; and pupil needs.

## What is Relationship and Sex Education?

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex and human sexuality. Some aspects are taught in science, and others are taught as part of PSHE.

A comprehensive programme of RSE provides accurate information about the body, reproduction and sex. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

## Aims

Our curriculum aims to equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships. Through consultation, parents and carers are kept informed of the content of the programme. It provides opportunities:

- To explore the meaning and value of life, and give some appreciation of the values of a family life.
- To understand what is meant by relationships within families, friends and communities.
- To help the children understand that there are different types of relationships and develop skills to be effective in relationships.
- To enable the children to have some understanding that love and respect is central and the basis of meaningful relationships.
- To encourage our children to be aware of their attitudes and values and have a sense of responsibility for themselves
- To help the children to understand that their actions affect themselves and others, to care about people's feelings and to try and see things from their point of view.
- To enable children to talk and write about their opinions and explain their views on issues that affect themselves and society.
- To research, discuss and debate topical issues, problems and events.
- To reflect on moral, social and cultural issues, using imagination to understand other people's experiences.
- To enable our children to understand the impact of external factors such as the media, the internet, social networking, peer groups and in doing so remain independent decision makers.
- To enable pupils to recognise the importance of the choices they make and that they are responsible for themselves.
- To enable our children to understand and be aware of personal, psychological, emotional and physical changes that happen during puberty, why they happen and how to manage them.
- To understand their own bodies and the need for personal hygiene.
- To know and understand the life processes common to humans include growth and reproduction.

- To generate an atmosphere of trust and confidentiality where questions of a sexual nature, appropriate to the stage of learning, can be asked and answered openly without embarrassment.
- To understand and be able to name external body parts.
- To understand and name internal body parts and realise the difference between boys and girls.
- To understand that menstruation is a fact about growing up.
- To know the basic biology of human reproduction and understand how a baby is conceived and born.

Section 241 of the Education Act gives parents/carers the right to withdraw their children from any or all parts of a school's programme of Relationship and Sex Education, other than those elements which are required by the National Curriculum.

These new statutory requirements do not extend to sex education for primary students, beyond the biological/reproductive aspects schools are already required to cover in science. However, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

The right of withdrawal would therefore only apply to a single lesson taught in Year 6, whereby children are required to know the basic biology of human reproduction and understand how a baby is conceived and born.

The parental right of withdrawal may be exercised by either parent or a person who has responsibility for the care of the child. Parents/carers do not have to give reasons for their decision, although the staff will invite parents/carers voluntarily to indicate their reasons for withdrawal, so that any misunderstandings about the nature of Relationship and Sex education can be resolved.

## **Roles and responsibilities**

### **The governing body**

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for the teaching of RSE.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

### **Head teacher**

The head teacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the RSE programme, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils may be met by permanent or temporary disapplication from all or parts of the RSE programme, other than those elements which are required by the National Curriculum.
- Where appropriate, requests to withdraw children from RSE Education, are managed.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of RSE Education.
- The governing body is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The role of the Subject Co-ordinator is to:

- To co-ordinate the development of relationship and sex education
- Attend relevant in-service training.

- To ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies.
- To lead staff by example and offer advice and help where necessary.
- To contribute to the evaluation of the programme.
- To assess children's progress against the agreed learning outcomes.
- Communicating the year group content with parents via class curriculum overviews on the school website.

It is the role of the RSE Co-ordinator to keep up to date with developments in this subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The RSE Co-ordinator will review the curriculum plans for the subject and see that progression is planned into schemes of work.

## **Organisation and planning**

In order to accommodate the school's one and a half form entry, and the possibility that a child may be taught in a mixed year group during their time at Moorfield, RSE will be taught on a two year rolling cycle. Please note there will be stand alone topics in Year 4 and 6 only to cover areas specific to their age group and understanding.

### **Reception**

#### **Aim: Family and Friendship**

To recognise the importance of friendship  
 To recognise the importance of saying sorry and forgiveness  
 To recognise that all families are different

### **Year 1/2**

#### **Cycle A - Aim: Caring for ourselves**

To understand that we are all different but can still be friends  
 To explore how children grow and change.  
 To identify who can help when families make us feel unhappy or unsafe

### **Cycle B - Aim: Differences and Growing**

To introduce the concept of gender stereotypes  
 To identify differences between males and females  
 To know the physical differences between males and females and name the body parts.

#### **Year 3/4**

#### **Cycle A - Aim: Valuing difference**

To understand that each person's body belongs to them.  
 To explore different types of families and who to go to for help and support

### **Cycle B – Aim – Growing up and keeping safe**

To explore the difference between male and female bodies  
 To explore respect in a range of relationships.

#### **Year 4:**

Stand alone topic to be delivered to year 4 only (as appropriate to age and understanding)

#### **Aim: Growing up**

To explore the human lifecycle  
 To identify some basic facts about puberty  
 To explore how puberty is linked to reproduction

#### **Year 5/6**

#### **Cycle A -Aim: Puberty**

To explore the emotional and physical changes occurring in puberty  
 To understand male and female puberty changes in more detail  
 To explore the impact of puberty on the body and the importance of physical hygiene.

#### **Year 5/6:**

#### **Cycle B -Aim: Relationships and Reproduction**

To consider puberty and reproduction  
 To explore male and female puberty changes in more detail  
 To explore positive and negative ways of communicating in a relationship

#### **Year 6**

Stand alone topic to be delivered to year 6 only (as appropriate to age and understanding)

#### **Aim – Families, conception and Pregnancy**

To know some basic facts about conception and pregnancy



### **Children's questions**

The Governors, Headteacher and teachers want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive Issues**

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

(See also Sex and Relationship Guidance, 4.5 'Dealing with questions' 0116/2000, Department for Education and Employment, July 2000 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

### **Supporting Children and Young People who are at risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and what is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Confidentiality, Advice and Disclosure**

All lessons, especially those in the RSE programme, will have the best interests of the pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex and developing appropriate personal and social skills. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in lessons. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

The teachers at Moorfield are clear about the boundaries of their legal and professional roles and responsibilities. Teachers are aware that effective RSE can lead to disclosure of a child protection issue. Staff are clear about confidentiality and disclosure and should never compromise confidentiality regarding a disclosure about sexual activity by a pupil as it may become a child protection issue. There is a safeguarding and Child Protection Policy and designated members of staff to deal with issues of disclosure and procedures are in place for dealing with situations in a sensitive way.

### **Monitoring and Review**

Subject Leaders and Moorfield SLT will monitor the way RSE is delivered throughout the school through lesson observations, book monitoring and learning walks. They will examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. This policy is monitored by Moorfield SLT and will be reviewed every year by staff and governors.

### **Assessment, Recording and Reporting**

Assessment is central to the personal and social development of the individual and at Moorfield will be fulfilled through the monitoring of the understanding and development of the children and also through self-assessment opportunities. This will be used to inform future planning. At the end of each year teachers will comment on the development of each child in terms of personal growth and relationships.

## **Equal Opportunities**

Through the RSE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, we aim to promote and foster the following values. These are as follows:

- Everyone has a right to express their views and be listened to.
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- All members of the school community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships.

RSE is for all children at Moorfield Primary School. All young people have a right to RSE, which supports the fulfilment of their responsibility to make well-informed decisions about sexual activity and relationships. RSE is taught on a class basis and boys and girls are treated with equal respect. Lessons will also help the children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber-bullying. Care is taken to ensure that all material used in the delivery of RSE addresses issues of sex, sexual orientation, gender, SEN and Disability, learning difficulties and ethnicity.

## **Inclusion**

We ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## **Links with other policies**

**This policy links to the following policies and procedures:**

- PSHE policy
- Well-being policy
- SMSC policy
- SEND policy and information report
- Equality information and objectives

- Anti-Bullying policy
- Science Policy
- ICT Policy

Signed:



Chair of Governors

Date: 25<sup>th</sup> March 2024