

Moorside Primary School



Relationships and Sex Education (RSE) Policy

MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture, which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever-changing world.
We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all work together to make sure that

Everyone always tries their best and take pride in all that they do.
Everyone demonstrates good manners at all times.
Everyone respects each other and show consideration.
Everyone respects and cares for our environment and resources.
Everyone celebrates each other's successes and achievements.

Child-friendly expectations to be used in class and around school

Learn and let others learn.
Celebrate what makes us special and respect our diversity.
Look after each other and our environment.
Solve problems calmly and cooperatively.



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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 children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to use to describe themselves and their bodies.

Statutory requirements

As a foundation trust primary school, we must provide Relationships Education to all children under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum with a focus placed on the biology aspect of science.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010.
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Moorside Primary School, we teach RSE as set out in this policy.

Policy development

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

Review – the Head Teacher organised all relevant information, including relevant national and local guidance.

Staff consultation – all school staff were given the opportunity to read the policy and make recommendations.

Parents/Carers consultation – Parents/Carers and any interested parties were made aware of the policy, which is displayed on our website.

Ratification – once amendments were made, the policy was shared with **governors** and ratified.

Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values in a safe environment.

RSE **is not** about the promotion of sexual activity.

Curriculum

Our RSE curriculum is set out as per Appendix 1, though we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with Parents/Carers, children and staff, and taken in to account the age, developmental stage, needs and feelings of our children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and do not seek answers online. Any questions that cause concern or need further explored with children will be discussed with the Senior Leadership Team and staff will be signposted to the correct resources or professionals.

We will share all curriculum materials with Parents/Carers upon request.

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT Parents/Carers, families headed by grandparents, adoptive parents and foster Parents/Carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, children in care or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them.
- Is sensitive to all children's experiences.
- During lessons, makes children feel:
 - Safe and supported
 - Able to engage with the key messages.

We will also:

- Make sure that children learn about these topics in an environment that is appropriate for them, for example in a whole-class setting, small groups or targeted sessions of one-to-one discussions as well as in digital formats where appropriate.
- Give careful consideration to the level of differentiation needed and any additional needs a child may have to ensure there is clarity of understanding for all.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Will support children in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our children.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan and adhere to its short term and long-term outcomes.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to children's experiences and will not provoke distress.

Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is taught and said to children. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age appropriate.
- Are in line with children's developmental stage.
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, the approaches and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Share all external materials with parents and carers
- We won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions.
 - Use materials produced by such agencies, even if the material itself is not extreme.

Roles and responsibilities

The governing body

The governing body will approve the RSE Policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with Parents/Carers, and for managing requests to withdraw children from non-statutory components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress and levels of understanding.
- Responding to the needs of individual children.
- Responding appropriately to children whose Parents/Carers wish them to be withdrawn from the non-statutory components of RSE.

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

All class teachers at Moorside Primary School are responsible for teaching the RSE curriculum.

Children

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

Parents'/Carers' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education. Parents/carers have the right to withdraw their child from the non-statutory components of Sex Education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Alternative schoolwork will be given to children who are withdrawn from Sex Education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside of school, such as school nurses, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by L. Hall (Head Teacher) Mrs H Pendlington and Mrs. B Sandhu (PSHE/RSE Leads) through:

- Monitoring of teacher planning and resourcing.
- Monitoring of lessons.
- Monitoring of external speakers.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head Teacher along with the rest of the Senior Leadership Team (SLT) every three years (or earlier if there are statutory changes to the teaching of RSE). At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Year Group	Theme	Resources
Year One	Growing and Changing: • what they are good at and setting simple goals • how it feels when there is change or loss Healthy Relationships: • special people in our lives • the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • listening to others and playing cooperatively • physical contact- what is acceptable/ unacceptable My changing body: • focus on growing, changing and becoming independent • using the correct names for the main parts of the body of boys and girls	Age-appropriate video clips and texts
Year Two	Growing and Changing: • growing, changing and becoming more independent • household products, including medicines, can be harmful if not used correctly Healthy Relationships: • things that cause conflict between me and my friends • what I do when my friend makes me upset • the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • share views and opinions with others • special people, caring • the importance of respect for differences and similarities between people • physical contact- what is acceptable and unacceptable	Link to science and resources. Age-appropriate texts and video clips.

	My Changing Body: • growing, changing, young to old, independence • growing and changing correct terminology, body parts, external genitalia	
Year Three	Growing and Changing: • recognise their achievements and set personal targets for the future • a wider range of feelings, both good and not so good that people can experience • conflicting feelings at the same time/ describing their feelings to others • change, transitions, loss, separation, divorce, bereavement and the feelings associated with them • changes at puberty- physical and emotional changes Healthy Relationships: • collaborative working, shared goals that make positive and healthy relationships • how actions can affect ourselves and others • the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • solving disputes and conflict between themselves and their peers • the importance of keeping personal boundaries and the right to privacy My Changing Body: • How boys' and girls' bodies change as we grow up, and how these changes affect us	Link to science and resources. Age-appropriate texts and video clips.
Year Four	Growing and Changing: • a wider range of feelings, both good and not so good, that people can experience • conflicting feelings at the same time /describing their feelings to others • the kinds of change that happen in life and the feelings associated with this	Link to science and resources. Age-appropriate texts and video clips.

	Healthy Relationships: • what makes a positive, healthy relationship, including friendships and how to maintain good friendships • friendships, families, couples, positive relationships • how actions can affect ourselves and others • the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • collaborative working towards shared goals and solving disputes • the importance of keeping personal boundaries and the right to privacy My Changing Body: • changes that happen during puberty/ physical and emotional changes	
Year Five	Growing and Changing: • different ways to achieve and celebrate personal goals • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about coping with change and transition - how this relates to bereavement and the process of grieving My Changing Body: • puberty, physical and emotional changes • human reproduction in the context of the human lifecycle • how a baby is made and how it grows • roles and responsibilities of parents and carers • that pregnancy can be prevented Healthy Relationships: • different types of relationships (friends, families, couples, marriage, civil partnership)	Link to science and resources. Age-appropriate texts and video clips. Link with NHS specialists First Aid training

	• what constitutes a positive, healthy relationship • the skills to maintain positive relationships • recognise when a relationship is unhealthy • committed loving relationships (including marriage and civil partnership) • marriage, arranged marriage and civil partnership is between two people who willingly agree • to force anyone into marriage (forced marriage) is illegal • the importance speaking out about forced marriage • the consequences of their actions on themselves and others • about judging whether physical contact is acceptable or unacceptable and how to respond • the skills needed in an emergency/ what to do in an emergency / basic emergency aid • negotiation and compromise strategies to resolve disputes and conflict • to give helpful feedback and support to others • the importance of keeping personal boundaries and the right to privacy	
Year Six	Growing and Changing: • achievements, aspirations, goals, strengths target-setting • conflicting emotions, feelings, managing feelings • change, transitions, loss, separation, divorce, bereavement My Changing Body: • the changes that happen at puberty/ physical and emotional changes • human reproduction in the context of a human life cycle • how a baby is made and how it grows • roles and responsibilities of parents and carers	Link to science and resources. Age-appropriate texts and video clips. Links with NHS specialists. First Aid training.

	• that pregnancy can be prevented Healthy Relationships: • different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • coping with change and transition - how this relates to bereavement and the process of grieving • different types of relationships (friends, families, couples, marriage, civil partnership) • what constitutes a positive, healthy relationship • the skills needed to maintain positive relationships • how to manage complex or conflicting emotions • recognise when a relationship is unhealthy • committed loving relationships, civil partnerships, marriage • marriage, arranged marriage and civil partnership is between two people who willingly agree • to force anyone into marriage (forced marriage) is illegal • the importance speaking out about forced marriage • Judging whether physical contact is acceptable or unacceptable and how to respond • collaborative working towards shared goals • negotiation and compromise strategies to resolve disputes and conflict • give helpful feedback and support to others • disputes, conflict, feedback, support, negotiation, compromise • the importance of keeping personal boundaries and the right to privacy	
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Paper copies of resources available on request from school office.

Appendix 2: By the end of primary school children should know

Theme	Children should know
Families and people who care about me	That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, 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. 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.
Caring friendships	How important friendships are 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 that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to 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.

Theme	Children should know
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. 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. About 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 3: Parents/Carers form – Child withdrawal from sex education within RSE

To be completed by Parents/Carer			
Name of child		Class	
Name of Parents/Carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parents/Carers name		Parents/Carers signature	
To be completed by school			
Agreed actions from discussions with parents/carers			
Head Teacher signature/date			