



RSE Policy

Rosebrook Primary School

Document Control Table			
Document title		RSE Policy	
Author (name and job title)			
Version number		3	
Date of last approval		March 2022	
Approved by		Local Academy Committee	
Date of review		December 2024	
Document History			
Version	Date	Author	Note of revisions
1	November 2021	Leanne Todd	Published
2	February 2022	Leane Todd	Changed acronym from SRE to RSE to reflect emphasis on "relationships" education, added a contents page, included latest Government Guidance link, added a list of agreed vocabulary following consultation, added more training materials links
3	13 th October 2024	Mark Smith	Updated format

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1. Introduction

We support the view that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. By teaching RSE, this knowledge can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

2. Description Of Setting

Rosebrook Primary School serves an established community in Stockton-on-Tees. According to the 2019 IDACI (Income Deprivation Affecting Children Index) report, 62% of our pupils live within the top 10% of most deprived households (IMD). 88% of our pupils are in the top 10% most at risk of poor health and premature death, including mental health.

3. Overall Aim

As a school, we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. Sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

- Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society.
- Prepare such pupils for the opportunities, responsibilities and experiences of adult life.

4. Aim of the RSE Policy

- To meet the requirements of the DfES guidance on RSE
- To help and support children through physical, emotional and moral development.
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way
- To ensure children are aware of personal space and their right to privacy.
- To enable children to move with confidence from childhood through adolescence to adulthood
- To understand the changes that occur to the human body during puberty.
- To live confident and healthy lives
- To understand how a baby is conceived and born.

5. Curriculum

RSE is taught through our PSHCE curriculum, and it is delivered by class teachers, sometimes with support from external agencies such as the school nurse service.

We focus on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect, one of our three school rules, is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less- positive relationships when they encounter them.

The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the internet. Teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) We take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, and we reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. We encourage the development of resilience and other attributes, including character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils are encouraged to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We provide opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely, through our PSHCE curriculum and extra-curricular offer.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of our comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Pupils in Years 5 and 6 are taught about changes which occur during puberty. In Year 6, pupils are taught Sex Education and how a baby is made. Parents are consulted prior to the teaching of these topics and are informed of their right to withdraw their child from this aspect of the PSHCE curriculum; however, not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Teaching staff receive suitable training, when available, to ensure they are able to deliver sex and relationships lessons effectively. Resources linked to a scheme known as Lucinda and Godfrey are used in Y5 and Y6. It is a story book approach which tracks the lives of two characters through primary school. Often, the school utilises the school nurse service who send trained staff to deliver single sex puberty talks to our pupils. Questions raised by pupils are dealt with sensitively and are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. This will be shared with parents/carers before it is delivered in class through text, email or newsletter.

Agreed list of vocabulary used in school:

	Will be used The words and phrases below will be used by adults and children in the teaching and learning process.	Will be referred to Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	May arise We do not plan to teach but it, but language may arise e.g. to re-visit some learning, to clarify or re-teach some aspects.
Reception	Pregnancy, Birth, Penis, Vagina, Vulva Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, Consent	Sperm, Egg,	Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homophobic,
Year 1	Pregnancy, Birth, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support,	Sperm, Egg, Gay, Lesbian	Heterosexual, Transgender, Bisexual, Homophobic,

	Caring, Loving, LGBT+, Consent		
Year 2	Pregnancy, Birth, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, gay, lesbian, Consent	Egg, Sperm, Transgender, Homophobic,	Heterosexual, Bisexual,
Year 3	Pregnancy, Birth, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, Gay, Lesbian, Consent	Egg, Sperm, Foetus, embryo, transgender, bisexual, womb	Puberty, ovary, ovum, uterus,
Year 4	Pregnancy, Birth, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, Gay, Lesbian, Puberty, Menstruation, Period, Hips, Spots, Physical changes, Emotional changes, Moods, Sweat, Pubic hair, Facial hair, Underarm hair, Sanitary towels, Consent	Sperm ovary, ovum, egg, fallopian tube, womb, uterus, sperm ducts, Hormones, Privacy, Human rights, Heterosexual, Transgender, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia,	Stereotypes
Year 5	Pregnancy, Birth, Egg, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, Gay, Lesbian, Puberty, Menstruation, Period, Sperm, Hips, Spots, Physical changes, Emotional changes, Moods, Sweat, Pubic hair, Facial hair, Underarm hair, Sanitary towels, Genitals, Muscular development, Foreskin, Sperm, Ejaculation, Erection, Wet dream, Consent	Hormones, Privacy, Human rights, Heterosexual, Transgender, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, Scrotum, Tampons, Privacy, Human rights,	Conception, Womb, Uterus, Foreskin, Sperm, Semen, Ejaculation, Erection, Sexual feelings, Female Genital Mutilation,
Year 6	Pregnancy, Birth, Egg, Penis, Vagina, Vulva, Breasts, Testicles, Love, Relationship, Family, Marriage, Support, Caring, Loving, LGBT+, Gay, Lesbian, Puberty, Menstruation, Period, Foreskin, Sperm, Hips, Spots, Physical changes, Emotional changes, Moods, Sweat, Pubic hair, Facial hair, Underarm hair, Sanitary towels, Genitals, Muscular development, Foreskin, Sperm, Ejaculation, Erection, Wet dream, Conception,	Hormones, Privacy, Human rights, Heterosexual, Transgender, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, Urethra, Testosterone, Sexual intercourse, Make Love, Pleasure, Zygote, Embryo, Cells, Contractions, Disease, Infection,	Labia, Clitoris

	Ovary, Ovum, Fallopian tube, Womb, Uterus, Cervix, Oestrogen, Foetus, Amniotic fluid, Umbilical cord, Placenta, Amniotic sac, Female Genital Mutilation, Consent		
*Some words may be used as and when they are appropriate, regardless of age.			

6. Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.'

As a result, pupils will hear references to, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies when we talk about rights, respect or relationships.

7. Working with Parents

The school recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's approach to RSE and have access to this policy.

The school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the RSE curriculum
- sending home leaflets post-teaching to aid parent / child discussions at home
- advising parents on how they can answer questions about RSE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up.
- making alternative arrangements for pupils who are withdrawn from RSE lessons and providing DfES materials for parents who choose to withdraw their children.

8. Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through RSE are dealt with according to the school's usual child protection procedures.

9. Assessment, Reporting and Recording

Class teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding, and progress

may be kept by teachers to form part of their records of overall progress in PSHCE. Key objectives (KPIs) are assessed, and this is recorded.

10. Monitoring and Evaluation

The monitoring of RSE is the responsibility of the Personal Development & PSHCE Team, which is led by the PSHCE co-ordinator. It is done as part of the school self-evaluation cycle.

The PSHCE co-ordinator also:

- supports colleagues in their teaching, by keeping abreast of current developments in the subject, and by providing a strategic lead and direction for RSE.
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

This policy will be reviewed on a bi-annual basis.

Other policies which link directly to this policy:

- PSHCE Policy
- Behaviour Policy
- Child Protection Policy
- Keeping Children Safe in Education (KCSIE)
- Peer on Peer Abuse Policy

Appendix A: Links

Useful Documents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

http://www.legislation.gov.uk/ukpga/1988/40/pdfs/ukpga_19880040_en.pdf

Teaching Resources

<http://www.ambientcreative.com/portfolio/godfrey-and-lucinda/>

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Appendix B: End of Primary School Expectations

Taken from DFE Guidance 2019

Families and people who care for me

Pupils should know:

- 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- 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

Respectful relationships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

Managing difficult questions

- Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

- Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education (Primary)

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.
- The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.
- It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.
- As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.
- Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.
- Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.
- Schools will want to draw on the good practice for conversations with parents around the right to withdraw.
- Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.