



RSE Policy

AIM

The aim of relationships education at Russell Hall is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and this will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families in our community.

Children will be encouraged to develop confidence in talking, listening and thinking about feelings and relationships. Assemblies and circle times will be used to discuss issues such as friendships, bullying and changes in relationships. With this foundation it is expected that children will develop the skills and confidence to enable positive discussions about sexuality and sex and relationships as they get older in preparation for adult life. Children will be prepared for the adult world in the teaching of a sex education programme at an agreed age appropriate level.

Policy Development

This policy has been developed in consultation with staff, governors and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.

Statutory Requirements

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons. Sex education is not compulsory for primary schools however, following consultation, pupils at Russell Hall will access the Sex Education Curriculum in Year 2, 5 and 6, alongside the Science lessons which cover some aspects of Sex Education (see below).

Links to Curriculum

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty.

Delivery of Sex Education

All pupils at Russell Hall will have engage with the NSPCC PANTS rule in each year group. This sequence of lessons builds year upon year. It begins with Early Years who learn about how what's covered by our pants is private. This is all taught in a very age appropriate way through the PANTOSAURUS song. This continues into Year 1 and in Year 2 children begin to learn the names of body parts. In Key Stage 2, children learn about how to respond appropriately to different scenarios. An example of a scenario:

1. Shakeel and Khadra are playing a game of tag with some of their classmates when one of them pulls Khadra's bra strap and it snaps onto her back. "Ouch!" Khadra shouts.

All resources used in these lessons can be found on the NSPCC website. Your child's teacher will share information prior to the lesson.

In Year 2, the information regarding private parts will be delivered by the class teacher as this is more familiar to the children. The teacher will inform you of when the lesson will take place. The vocabulary used in this lesson to name the private parts will be, penis, testicles, vagina, and vulva.

In Year 6, the sex education unit will be taught by the class teacher. The teacher and PSHE lead will inform you of when the sessions will take place and share with you the resources that will be used. The vocabulary used in the Year 6 curriculum will be:

- Sperm
- Egg
- Fertilise

- Conception
- Pregnancy
- Vagina
- Vulva
- Testicles
- Penis
- Ovary
- Sex
- Womb
- Uterus

Delivery of Relationships Education

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- ☑ Communication skills
- ☑ Forming positive relationships including self-respect as well as respect and empathy for others
- ☑ Recognising and assessing potential risks
- ☑ Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff. Children will sometimes ask questions pertaining to relationships, sex or sexuality that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

The school nursing team will deliver a puberty lesson to Year 5 pupils in addition to our PSHE curriculum.

Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- 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
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- 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

- 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
- 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
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders

Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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

- 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
- 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

Delivery of lessons

Staff are responsible for:

- ☒ Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- ☒ Modelling positive attitudes to relationships education, as with any other subject
- ☒ Monitoring children's learning in order to ensure they make progress
- ☒ Responding to the needs of individual pupils
- ☒ Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory sex education lessons, if applicable.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support.

Parents' right to withdraw their children from lessons

Parents have the right to withdraw their children from sex education lessons taught as part of the relationships education or PSHE curriculum. Parents are required to complete a written slip or by e-mail. Alternative work will be given to pupils who are withdrawn from sex education.

Primary schools are required to teach the elements of sex education contained in the science curriculum and there continues to be no right to withdraw from these lessons.

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

This policy will be reviewed by Brittany Goulden (PSHE Co-ordinator).



Russell Hall Primary School
Sex and Relationships Education

	<p style="text-align: center;">Relationships education</p> <p style="color: red;">Families and People who Care for me</p> <p style="color: blue;">Caring Friendships</p> <p style="color: green;">Respectful Relationships</p> <p style="color: purple;">Online Relationships</p> <p style="color: orange;">Being Safe</p>	<p style="text-align: center;">Sex education</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • I can tell you about different types of families. • I can tell you why all families deserve respect. • I can tell you about the people important to me in my family. • I can tell you how families can change and some of the emotions related to this. • I can tell you how families help each other in times of difficulty. <p>All to be taught through the story My Big Fantastic Family.</p> <ul style="list-style-type: none"> • I can tell you how people choose and make friends. • I can tell you what makes a good friend. • I can tell you how my friends make me happy and how I make my friends happy. • I can tell you how I make others feel welcome and included. • I know what to do if a friend is making me unhappy. <p>All to be taught through the story The Friendship Bench.</p>	
<p>Year 2</p>	<ul style="list-style-type: none"> • I can tell you how to recognise the dangers of being online. • I can tell you the rules and principles for keeping safe online. • I can tell you how to report problems I have online. <p>All to be taught through the story Chicken Clicking.</p>	<ul style="list-style-type: none"> • I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. • I can tell you why pants are private. • I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable. • I can tell you what I can do if I feel unsafe in variety of situations.

		<ul style="list-style-type: none"> I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid. <p>All to be taught through the story Aliens Love Underpants.</p>
Year 3	<ul style="list-style-type: none"> I can tell you the characteristics of a good friend. I can tell you some ways I can manage friendship problems. I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. I can tell you how bystanders can help prevent bullying. I can tell you some ways that I can improve my friendships. <p>All to be taught through the story The Hundred Dresses.</p>	<ul style="list-style-type: none">
Year 4	<ul style="list-style-type: none"> I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not. I can tell you why it is important to treat people online the same as you treat people in person. I can tell you some strategies for managing online bullying. <p>All to be taught through the story The Penguin Pig.</p> <ul style="list-style-type: none"> I can tell you how friends should treat each other. I can politely say 'no' when I don't want to do something. I can explain that friendships have ups and downs. I can tell you some ways I can repair a damaged friendship. I can explain how rules and laws protect me and others <p>All to be taught through the story This Moose Belong to Me.</p> <ul style="list-style-type: none"> I can tell you how I show respect to people who have different beliefs to me. I can tell you about some of the different types of bullying (including 	<ul style="list-style-type: none">

	<p>online bullying) and I can tell you some strategies to resist this and to get help.</p> <p>To be taught through the story The Proudest Blue.</p>	
Year 5	<ul style="list-style-type: none"> ● I can tell you why people choose to get married and some of the factors that go into that decision. ● I can tell you about the laws related to marriage and how these may differ in other countries. ● I can tell you about the different values and customs related to marriage in different countries and I can tell you how I show respect for different types of marriage. ● I can tell you about traditions that are important to my family. ● I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom. <p>All to be taught through the story Ritu Weds Chandi.</p> <ul style="list-style-type: none"> ● I can tell you some of the reasons why married or unmarried couple may choose to separate. ● I am aware of some of the feelings associated with separation and other family changes. ● I can tell you some strategies for dealing with feelings related to separation. ● I can tell you what an affirmation is and can write one for myself. ● I can explain how I could help a friend who is experiencing a difficult situation. <p>To be taught through the story Mum and Dad Glue.</p>	<ul style="list-style-type: none"> ● I can tell you the basic changes that happen during puberty. ● I can tell you how my emotions will change during puberty. ● I can explain that all people will experience puberty differently. ● I can tell you how to get advice if I am unsure about anything relating to puberty. ● I can tell you all the positive things about growing up. <p>All to be taught to the story Pizza Face.</p>
Year 6	<ul style="list-style-type: none"> ● I can tell you about a wide range of family arrangements and how these can benefit people. ● I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>To be taught through the story Anne Frank.</p>	<ul style="list-style-type: none"> ● I can describe how a baby is made using accurate language. ● I can explain that reproduction requires maturity and why there is a legal age to have sex. ● I can tell you what happens between conception and birth. ● I can tell you about the needs of newborn babies and what it is like to be a parent.

		To be taught through the story Making a Baby.
--	--	---