

Policy on Relationships and Sex Education (RSE)

“We aim for everybody to show respect and care for others, and experience high levels of success and happiness.” (*Romans 12:10-11*)

Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline. In addition to this, it enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing. (Sex Education focuses on how a baby is conceived and born.)

This policy complies with legal requirements (including The Equality Act, 2010 and schools) and is informed by the North Yorkshire Guidance For Schools On Developing A Relationships And Sex Education Policy. (Sept 2019). Visit the following link to the DfE website for further information:

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

Consultation

This policy was reviewed in January 2022. It is updated every three years and was produced following guidance from NYCC. It has been approved by the Local Governing Board. Parents were consulted through the school's usual communication links. Pupils' views were considered through School Council discussions.

Principles and Values

Monk Fryston and Saxton Schools believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all pupils in our care and delivered in a sensitive, age-appropriate and developmentally-appropriate way.
- Encourage every pupil to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. 'Family' is a broad concept and does not just have one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches, including sexual orientation, without promotion of any particular family structure. We consider the important values are love, respect and care for each other.

Aims:

The aim of Relationships and Sex Education is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of relationships (including sexual harassment). Our RSE programme aims to prepare pupils through an age and maturity-appropriate curriculum, which will prepare them for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop confidence in talking and listening about feelings and relationships in order to share and respect each other's views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- enable children to be aware of personal, psychological, emotional and physical changes in themselves and others.
- understand the consequences of their actions and behave responsibly within developing relationships.
- avoid being pressured into uncomfortable or unsafe situations.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- enable children to develop the ability to form positive relationships.
- develop awareness of their sexuality and gender, and understand differences and promote equality and diversity.
- have sufficient information and skills to protect themselves from infection.
- be aware of sources of help and acquire the skills and confidence to access health advice and support.

Values:

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- demonstrating the values of respect, love, care, honesty, kindness, tolerance and courtesy.
- exploring, considering and understanding moral dilemmas
- developing skills, including negotiation and decision-making
- challenging misconceptions

Learning Outcomes:

- learning and understanding physical and emotional development at appropriate stages
- understanding physical and emotional changes and the development of relationships
- learning about reproduction, human sexuality and personal health
- learn about acceptable and unacceptable behaviour and be confident in seeking help when necessary

- know where to go for help/advice in school and how to access a range of local and national support agencies

Delivery of RSE and the curriculum

The schools' RSE curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Working in accordance with this, we have planned a progressive curriculum, so that topics are built on prior knowledge and understanding.

The following tables have been taken from the DfE statutory guidance document and provide an overview of the required learning for the relationships and health strands throughout the primary years:

Relationships Education: by the end of primary school, pupils should know:	
Families and people who care for me	<ul style="list-style-type: none"> ● 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 other 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), 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 for others, including those in positions of

	<p>authority</p> <ul style="list-style-type: none"> ● 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 ● about acceptable and unacceptable behaviour 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 ● know how to seek help confidently
Online relationships	<ul style="list-style-type: none"> ● 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 (acceptable/unacceptable behaviour), 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, how to report them and seek help confidently ● 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	<ul style="list-style-type: none"> ● 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 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
Health education: by the end of primary school, pupils should know:	
Mental wellbeing	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and the scale of emotions that all humans experience in relation to different experiences and situations ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking

	<p>about their own and others' feelings</p> <ul style="list-style-type: none"> ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests ● isolation and loneliness can affect children and that it is very important for them to discuss their feelings with an adult and seek support ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved, if the right support is made available, especially if accessed early enough
<p>Internet safety and harm</p>	<ul style="list-style-type: none"> ● that for most people, the internet is an integral part of life and has many benefits ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own or with others and the mental and physical effects on wellbeing ● how to consider the effects of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ● why social media, some computer games and online gaming, for example are age-restricted ● that the internet can also be a negative place, which can have a negative impact on mental wellbeing ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ● where and how to report concerns and get support for issues online
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily mile or other forms of regular, vigorous exercise ● the risks associated with an inactive lifestyle (including obesity) ● how and when to seek support including which adults to speak to in school if they are worried about their health
<p>Healthy eating</p>	<ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding

	<p>calories and other nutritional content)</p> <ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet and health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient, good-quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first aid, for example, dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing, including key facts about the menstrual cycle • human reproduction, including conception.

Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The RSE curriculum involves teaching the children the values essential for developing positive relationships. The Science National Curriculum is delivered and, although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes and our school ethos.

RSE delivery is the responsibility of the class teacher, who receives CPD training and updates from the PSHE co-ordinator at appropriate times. Both schools follow the Changing Me puzzle from the Jigsaw PSHE programme of study to support the teaching of puberty and conception in an age-appropriate manner.

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate, personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, staff aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

Resources used to support the teaching of RSE have been carefully selected following guidance from NYCC Education Services and the Healthy Child Team. They include some video materials specifically created for primary schools, as well as workbooks and discussion tasks.

Themes taught within the PSHE curriculum that include aspects of RSE are:

<p>Foundation Stage</p>	<p>We are all different. (Considers differences between girls and boys and knowing the correct terminology for all body parts and understanding of privacy.)</p>
<p>Years 1 and 2</p>	<p>Exploring friendship and trust. (The concepts of friendship and trust.)</p> <p>Keeping clean. (Personal hygiene.)</p>
<p>Years 3 and 4</p>	<p>Your feelings, your choice. (Looks at personal safety and decision-making.)</p> <p>Keeping safe. (Deals with peer pressure.)</p>
<p>Years 5 and 6</p>	<p>Growing and changing. (Physical and emotional changes as puberty begins.)</p> <p>Growing and changing. (Changing & different kinds of relationships, human reproduction, including conception.)</p>

Every year group accesses age-appropriate RSE education via the Jigsaw 'Relationships' and 'Changing Me' puzzles.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/ carers to discuss any concerns with the Headteacher.

Pupils with Special Needs

We will ensure that all pupils receive age-appropriate Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

In keeping with the 2010 Equalities Act, our RSE curriculum teaches about and is inclusive for lesbian, gay, bisexual, transgender and heterosexual pupils. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

Right of Withdrawal of Pupils from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education lessons (how a baby is conceived and born). All other aspects under the definition of relationships and health education are statutory and parents do not have the right to withdraw. School will make alternative arrangements for any withdrawal cases. Parents are encouraged to discuss their decision to withdraw with teachers and the Head teacher at the earliest opportunity. SRE materials and resources may be seen by parents in school upon request.

Confidentiality

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This is made clear when forming the class Ground Rules at the start of sessions. Inappropriate questions will be handled sensitively by staff following the advice received during training and in line with other school policies.

Safeguarding

All staff receive regular safeguarding training and robust policies and procedures are in place to safeguard the welfare of our pupils.

Concerns that arise during RSE lessons will be recorded and referred to the DSL for further advice.

Health professionals in school are bound by their codes of conduct, but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with Child Protection Policy & Procedure

Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Head teacher and Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. This will include regular surveys of pupils (including GUINY) and parents.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Personal Social Health Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on each school's personal development policy (RSE), and on support and staff development, training and delivery.

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