

# RSE POLICY



Policy Review Spring 2024	
Review schedule	Annually

## **RSE (relationships and sex education)**

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **How this Policy was developed**

This policy was written by Carla Lee and developed in consultation with teachers, other school staff and governors at St Bartholomew's School. Parents and pupils were consulted in Spring term 2020. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils.

### **SRE Requirements**

*From September 2020 it is statutory for schools to deliver Relationships Education in primary school. Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which was also made statutory from 2020, covers the key facts about puberty and the changing adolescent body.*

#### **1. Curriculum Intent**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health

By the end of their education at St. Bartholomew's, all pupils will:

- Know and understand skills that enable them to make informed choices that lead to a healthy lifestyle.
- Be prepared for and know how to manage change, including puberty and transition to the next stage of their life.
- Know how to respect and look after their bodies.
- Be confident to use communication skills and assertiveness skills to cope with the influences of others.

## **2. Implementation**

At St Bartholomew's School SRE is delivered in discrete timetabled PSHE sessions with links to the wider curriculum (in particular science). SRE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as a nurse.

### **Timetabled sessions**

As a whole school we follow a scheme of work called SCARF (Safety, Caring, Achievement, Resilience, Friendship) developed by Coram Life. This programme is centred on a Growth Mindset approach. SCARF is flexible resources mapped to the PSHE Programmes of study in the national curriculum. Each teacher has access to online resources and lesson plans enabling all St Bartholomew's teachers to build a programme to match their pupils' needs. Coram Life was developed to support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.

Our school ensures that the Relationships and Sex Education (RSE) is relevant to all pupils, whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Single sex lessons and single year group lessons for Years 4, 5 and 6 will be utilised as a teaching tool alongside mixed groups in order to provide a more comfortable environment of openness and trust. SRE is generally taught in mixed groups to encourage boys and girls to work together and learn about each other.

To help teachers create a safe environment for all pupils during SRE education teachers will:

- Establish ground rules with their pupils
- answer questions or comments from pupils
- use discussions and appropriate materials
- encourage reflection

### **What is being taught**

In the appendices can be found the SCARF RSE curriculum content planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

### **3. Impact**

EYFS children are baseline assessed and tracked against the EYFS profile descriptors. Children will only be given as a 'good level of development' if they meet all the early learning goals for PSHE.

Assessment at KS1 and KS2

We focus on assessing one unit at a time; throughout each unit a range of formative assessment strategies are used. This can include, self-assessment, discussion with peers; open questioning and through written work.

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions and encouraging class discussions.

Summative assessment for each 'Scarf' unit *is carried out*. This allows teachers to decide whether the children have met the learning expectations of the unit. Teachers complete the St Bartholomew's assessment grid at the end of each unit.

#### **4. Intervention**

Children who require extra support in meeting the PSHE requirements will be offered 1:1 or group support in the form of clubs, group activities or personalised plans.

#### **5. Parents**

At St Bartholomew's we know the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. They do not have the right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science.

Parents should consider the benefits of receiving this important education and the detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education

#### **Resources**

Coram Life – SCARF resources are used by all class teachers to plan and deliver a complete and successful PSHE curriculum.

#### **Role of the subject leader**

- Raising the profile of the subject.
- Ensuring that all resources are sufficient and appropriate.
- Replacing and acquiring new resources.
- Monitoring teaching.
- Improving the subject through analysing the strengths and weaknesses and writing an improvement plan each year.

Appendix 1

Reception class – what will pupils be taught?	
Me	What makes me special? Talk about similarities and differences between me and others
My relationships	Talk about special people. Talk about my family. Know who helps me if I have a problem. Talk about what being kind means. Describe what kind things happen in our class.
Feelings	My feelings. Naming and exploring a range of feelings. Role play – working out problems. Yoga for calmness. Learning how to share ideas with others.
Valuing difference	Describe what makes each of us special. Talk about our likes and dislikes. Explore our favourite things.
Different families and homes	Know that families are places where people grow and can be safe and given love. Talk about who is in my family. Know that people in my school have different kinds of families who look after them. (This will include the school as family and the Christian idea of the Family of God). Explore different homes. Describe what kinds of homes there are.
Changes	Seasons. Talk about the life stages of plants, animals and humans (baby, toddler, child, teenager). Describe growing up. Babies – matching baby animals to adults. Know that babies come from a woman's tummy.
Changing bodies	Name body parts. Talk about getting bigger and measure parts of the body such as hands and feet. Know that some body parts are private. Watch and talk about the NSPCC pants film Pantasorous.

Class 2 - what will pupils be taught?	
Growing and changing	Know that we are all unique and special with our own personality. Understand some of the tasks required to look after a baby. Describe what we can do as a baby, toddler and now. Talk about who helped us at the different stages. Talk about what is hard to learn and what helps us to learn hard things. Recognise that learning a new skill requires practice and the opportunity to fail, safely. Think of encouraging phrases to help other children to practise. Change and loss – talk about losing things, getting lost and saying goodbye (for example when someone moves away).  Talk about my body using the terms you would use if you went to the doctor's – identify the main external body parts and also the heart, lungs, ribs, intestines, brain, penis and vagina. Understand that our bodies belong to us. NSPCC underwear rule (the PANTS rules). Know how to ask for help if you ever feel uncomfortable.
Healthy relationships	Explain the difference between a secret and a nice surprise. Identify situations as being secrets or surprises. Identify who they

	<p>can talk to if they feel uncomfortable about any secret they are told, or told to keep. Explain the difference between unkindness, teasing and bullying. Understand that bullying is usually quite rare. Know what you do if you experience or witness this. Name the people you would go to for help. Rehearse strategies of what to do.</p> <p>Friendships – talk about why friendships are good for us. Talk about how we can be a good friend. Know about the importance of negotiating and solving problems with friends. Demonstrate attentive listening skills. Suggest simple strategies for resolving conflict situations. Give and receive positive feedback, and experience how this makes them feel.</p> <p>The internet - What is the internet? Know how it can be helpful. Talk about whether everything we read is true? Explore thinkuknow animations to explore what might worry the children online. Identify special people in school who can help keep us safe.</p>
Feelings and emotions	<p>Use a range of vocabulary to describe feelings. Recognise how others may be feeling (looking at body language and facial expressions) and helpful ways to respond. Talk about what happens when we have a bad day and how our behaviour can affect others. Recognise that feelings can be hurt and how we deal with it. Recognise how to deal with feelings such as anger and loneliness. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people.</p>

Class 3 - what will pupils be taught?	
Growing and changing	<p>Talk about losing something important, the feelings associated with this and remembering that object or person.</p> <p>Explore feelings and the words to express the intensity of feelings. Talk about talents and how skills are developed. Recognise the skills of others.</p> <p>Recognise our own achievements and ambitions. Talk about doing kind things and how this makes us feel. Talk about social media and what this is. Explore how what is on social media can influence what people think. Consider which groups of people may be left out by programme makers.</p> <p>My body – name parts including heart, blood vessels, lungs, stomach, small and large intestine, liver, brain, penis, testicles, vagina, vulva.</p>

<p>Puberty (Summer term Year 4)</p>	<p>Talk about how our bodies change. Naming the reproductive organs. Girls only – preparing for periods. Exploring feelings and how they can change during puberty (through role play)</p>
<p>Healthy relationships</p>	<p>Know that relationships can bring us joy If our families or those we live with are making us unhappy or uncomfortable we know how to ask for help. Talk about co-operation and collaboration with friends. Demonstrate how working together can help everyone succeed. Know strategies for maintaining positive relationships. Talk about danger and risk in friendships. Recognise that there are times where they may say no and the strategies for doing this. Body space – what is it? Know what you can do when someone is inappropriately in your body space. Explore how to resolve conflict situations. Explore the qualities of friendship. Know that it is good to be kind in our friendships and not leave people out. Know and understand that friendships have ups and downs. Talk about why we sometimes fall out with our friends. Explore the skills for making up again. Know that it is never right to be violent. Know why people are bullied and that we should not be a bystander but get help. Explore why people have prejudiced views and what this means Talk about marriage as commitment which is intended to be lifelong. Know that this includes opposite sex and same sex partners. Discuss why people want to get married? Know that for most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage.(R.E.) Explain how different wedding ceremonies can help people understand the commitment of marriage. Revisit the NSPCC pants message</p>
<p>Feelings and emotions</p>	<p>Identify a wide range of feelings. Know that people can have different feelings in the same situation. Explore safe and unsafe secrets. Know who to ask for help. Know what a dare is. Know that no one has the right to force them into something and explore the strategies for managing dares.</p>
<p>Valuing difference</p>	<p>Understand that there are many different types of happy, caring families where children have good childhoods including children who have been fostered or adopted. Discuss and practise listening skills. Explore using respectful language and know how to challenge another's viewpoint. Explore how to deal with aggressive behaviours. Recognise that repeated name calling is bullying. Have strategies to deal with name calling. Recognise there are times when they make choices as friends.</p>

Class 4 - what will pupils be taught?

<p>Growing and changing</p>	<p>Identify their own strengths. Identify their own areas which need improvement and describe the strategies for doing this. Use a range of words to describe the intensity of different feelings. Distinguish between good and not so good feelings. Explain strategies to build resilience.</p> <p>Describe the star qualities of celebrities as portrayed by the media. Recognise the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>Explore how to cope with change – positive strategies to deal with change. Recognise how our bodies feel when we are relaxed or nervous or sad. Discuss how to be resilient in finding someone who will listen to you.</p> <p>Define what is meant by stereotype. Recognise how the media can enforce gender stereotypes. Recognise that people fall into a wide range of what is seen as normal. Explore and challenge stereotypical gender portrayals of people.</p> <p>Identify aspirational goals. Describe the actions needed to achieve these.</p>
<p>Puberty Sexual intercourse (Year 6) Gestation, pregnancy, birth and parenthood</p> <p>Parents have the right to withdraw their child</p>	<p>Identify the body parts that males and females have in common and those that are different. Know the correct terminology for the sexual organs (vulva, vagina, ovaries, womb, eggs, breasts, penis, testicles, sperm).</p> <p>Identify the changes that happen during puberty. (Science)</p> <p>Know that the onset of puberty can have emotional as well as physical impact. Know what menstruation is and why it happens. Understand that for girls, periods are a normal part of puberty. Identify products that may be needed during puberty. Identify adults to talk to if they are worried about puberty and body changes.</p> <p>Conception - Know how most babies are made - that the sperm fertilises the egg to create a baby</p> <p>Pupils can explain the journey from pregnancy to birth. (Science)</p>
<p>Healthy relationships</p>	<p>Identify the consequences of positive and negative behaviour. Explore how individuals and group actions can impact on others. Recognise the challenges that arise in friendships. Develop strategies for showing respect and being assertive.</p> <p>Identify people who can be trusted. Explore what we do if someone makes us feel unsafe. Explore strategies for how we stop unwanted touch or attention.</p> <p>Collaboration – explore the attributes needed to work collaboratively. Know what is meant by negotiation and compromise. Explore strategies for resolving difficult issues and situations.</p> <p>Look at relationships – what makes a relationship healthy or unhealthy. Identify who we can talk to.</p> <p>Recognise that some people get bullied because of the way they express their gender. Give examples of how bullying behaviour can be stopped.</p>

	<p>Explore assertive behaviours – recognise peer influence and pressure. Demonstrate using assertive behaviours in role play to resist peer influence and pressure.</p> <p>Describe ways people show commitment – marriage. Know at what age a person can marry.</p> <p>Revisit the NSPCC pants message</p>
Feelings	<p>Reflect on how good a friend you are. Describe the key qualities of friendship.</p> <p>Safe and unsafe secrets. Identify situations where someone might need to break a confidence to keep someone safe.</p> <p>Revisit what is meant by a dare. Explain why someone might give a dare. Suggest ways of standing up to someone who gives a dare. Understand the information we see on line is not always true or accurate. Recognise people post things online that aren't true sometimes so people will like them.</p> <p>Friendship – explore ways of making friendships last. Explain why friendships sometimes end.</p> <p>Develop an understanding of discrimination and its injustice. Empathise with people who have been subjected to injustice through racism. Consider how discriminatory behaviour can be challenged. Demonstrate ways of showing respect to others using verbal and non-verbal communication.</p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Suggest strategies for dealing with bullying as a bystander.</p>