



Eastbrook Primary School

Relationship and Sex Education (RSE) Policy

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From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

1. Vision & Objectives

Vision

At Eastbrook School we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging pupils to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Eastbrook School is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Eastbrook School we are committed to the important role that RSE plays pupils' holistic education.

Objectives

At Eastbrook School our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of all pupils including SEN or EAL children.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT+ inclusive).
- Reinforce the importance of loving relationships, rooted in mutual respect.
- To represent all types of families.
- To ensure that BAME, LGBT+ and people with disabilities are positively represented in our curriculum.
- Ensure pupils can identify the qualities of healthy and unhealthy relationships.
- Prepare pupils for the changes in their body and emotions related to puberty.
- Provide pupils with a safe environment to learn about LGBT+ misconceptions and gender stereotypes.
- Ensure that pupils have an age appropriate understanding of sexual and reproductive biology.

2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century (2014).

From September 2020 the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that primary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units. **(See appendix 1 and 2 for further information on curriculum content)**

3. Course Content

Our RSE curriculum is published on our school website and detailed content of the Relationships & Sex curriculum will be made available to parents upon request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*** (See appendix 2 for our programme of study in each year group) The school closely follows the Jigsaw PHSE scheme of work for RSE, although it is tailored to meet the needs of our pupils at Eastbrook.

- Family
- Respectful relationships
- Online and media
- Positive mental well being
- Being safe
- Changes occurring in bodies and moods during puberty
- Conception to birth of a child

RSE curriculum for SEN pupils

Where possible all pupils will remain with their class for RSE lessons. Pupils with SEN or other pupils who have been identified as likely to need support with RSE will receive support with direction given from the PHSE lead and class teacher. The SENCO, PHSE lead and class teacher will make the relevant plans prior to the start of the unit, in liaison with parents.

4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, objectively, sensitively and in such a way that takes the context into account. In all circumstances, teachers will use their professional judgement and not give any personal opinion.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Individuals should never be asked to disclose their sexual orientation or personal information about themselves or others.
5. Teachers and pupils will show respect for all genders, sexualities and different types of families.
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.

5. Organisation and Delivery

1. Relationships & Sex Education is taught in: Reception – Year 6, during PHSE lessons. There will usually be 2-3 lessons taught during the second half of the Summer term, by the regular class teacher. Dates when the lessons will be taught will be communicated to parents in advance.
2. All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
3. Identified SEN pupils will receive a differentiated RSE programme as required (outlined in section 3 Course Content).
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy. Training and support is provided to all teachers in advance of the lessons.

6. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education, we respect the primary role of the parents in educating their children about these matters.
2. Our RSE programme is outlined in our school website. Parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However, this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's class teacher, who will invite the parent to a meeting with the PHSE lead to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns but should parents still wish to withdraw their child from RSE then a request should be made in writing to the class teacher.
4. Any child withdrawn from RSE lessons will be provided with suitable work to complete in another classroom.

7. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors annually.

8. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy

Appendix 1: Statutory RSE curriculum from the DfE for Relationships Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <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 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.
	<ul style="list-style-type: none">• 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 marriage¹³ 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 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.
	<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. • 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	<p>Pupils should know</p> <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, 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	<p>Pupils should know</p> <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 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.
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Appendix 2: Statutory RSE curriculum from the DfE for Health Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <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 scale of emotions that all humans experience in relation to different experiences and situations.
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	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • 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 children 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.
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Internet safety and harms	<p>Pupils should know</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 and others' mental and physical wellbeing. • how to consider the effect 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 where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • 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 with issues online.
Physical health and fitness	<p>Pupils should know</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 active 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.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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 or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 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 allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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 the key facts about the menstrual cycle.

Appendix 3: Health and Sex Programme of Study at Eastbrook School, Taught through Jigsaw topic of 'Changing Me'

Year Group/Key Stage	Main activities	RSE Theme (from the 2020) the statutory guidance	Content covered from the 2020 statutory guidance
EYFS Reception	1. Labelling parts of the body, eg. arm, leg etc. 2. Discussing how to keep bodies healthy by diet and exercise, fruit tasting. 3. Describe changes in themselves from babies to the present day, ie. can now walk and talk.	Healthy Eating Physical Health and Fitness	<ul style="list-style-type: none"> • What constitutes a healthy diet. • The characteristics and mental and physical benefits of an active lifestyle.
KS1 Year 1	1. Match images to show lifecycles of animals and human in comic form. 2. Draw 4 images of themselves as a baby, toddler, starting school and now, describing changes in appearance and abilities. 3. Guess the baby images of children in the class and discussion on how they have changed. 4. Name and place in Venn diagram male and female body parts. (CT)	Changing body	<ul style="list-style-type: none"> • Describe physical changes in the human body.
KS1 Year 2	1. Describe the changes in the images of animal, nature and human lifecycles. 2. Describe physical and mental changes in a human body during a lifetime. 3. Create a timeline of life events eg. leave school, drive a car. 4. Discuss differences in girls and boys bodies and need for clothes to keep parts of the body private. (CT)	Changing body	<ul style="list-style-type: none"> - Describe physical changes in the human body.
KS2 Year 3	1. Match the mother and baby animal cards, describe differences between them. 2. Discuss needs of a baby, females carry the babies not males.	Changing adolescence 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 changes.

	3. Introduce the term puberty and discuss changes that will happen. (CT)		
KS2 Year 4	1. Understand genes come from both parents. 3. Discussing range of items may need in puberty, eg. sanitary towel, deodorant etc. (CT)	Changing adolescence body Health and Prevention	<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 changes. • About menstrual wellbeing including the key facts about the menstrual cycle. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
KS2 Year 5	1. Promote a positive body image. 2. Changes in a female body during puberty. (CT) 3. Changes in a male body during puberty. (CT)	Mental Wellbeing Changing adolescence body	<ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical changes. • About menstrual wellbeing including the key facts about the menstrual cycle.
KS2 Year 6	1. Promote positive mental health. 2. Discuss myths and facts about puberty. (CT) 3. Conception to birth, creation to birth of a baby. (CT)	Mental Wellbeing Changing adolescence body	<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 scale of emotions that all humans experience in relation to different experiences and situations. • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Nb. (CT) is class teacher to teach the lesson not ppa cover teacher.

Year 1/2 do not teach terminology vulva.

Year 3 do not teach lesson 4 (fertilisation)

Year 4 do not teach lesson 2 having a baby

Year 5 do not teach lesson 4 IVF, conception