



Pilgrims School

Relationships and Sex Education Policy (RSE)

July 2022

Next review date: July 2023



Please note: 'School' refers to Early Years Foundation Stage (Kindergarten, Little Pilgrims and Pre School) and Pilgrims Main School.

Statement of Entitlement

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This policy draws on the DfEE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their well-being, health and relationships. We understand our responsibility to deliver high-quality, age-appropriate Relationships Education for all our pupils. This policy sets out the framework for the curriculum, providing clarity on how it is informed, organised and delivered.

Aims and objectives

The school aims to provide a programme of RSE in line with our PSHCEE policy, our Science policy and our school values of Kindness, Curiosity and Respect.

As the Relationships Education statutory guidance refers to children starting at Key Stage One we follow the statutory framework for the Early Years Foundation stage for our children aged 0-5 in Early Years. The children work towards the following PSED (Personal, social and emotional development) and UTW (Understanding the World) Early Learning Goals which relate to elements of Relationships Education:

Self-Regulation

- Children at the expected level of development will show an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly, set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate, give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain the reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Children at the expected level of development will work and play cooperatively and take turns with others form positive attachments to adults and friendships with peers, show sensitivity to their own and to others' needs.

People, Culture and Communities

- Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences in this country and life in other countries, drawing from knowledge from stories, non-fiction texts and (when appropriate) maps.

Following the statutory guidance, in Years One and Two we will be covering the following areas:

Families and people who care for us

- 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.

Recognising caring Relationships

- 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.

Recognising 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.
- 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

- 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

- 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.

How we teach Relationships and Sex Education

RSE is not only taught in isolation. We recognise the importance of making learning fun, interesting, meaningful and memorable. Therefore, we teach through a themed contextual approach enabling each child to connect ideas, build on prior knowledge and deepen understanding. RSE teaching will draw on links with the Early Years Foundation Stage curriculum, the science curriculum, RE, PSHCEE, ICT, literacy activities, assemblies and circle time. Staff will consider RSE opportunities when they complete their medium-term planning but will also make use of incidental opportunities within the classroom to encourage the care of our own bodies and respect for others. RSE is taught by classroom teachers, teaching assistants and if appropriate outside visitors such as the school nurse or other health professionals. All materials and resources used will be appropriate to the age group.

As stated in our PSHCEE Policy, whilst many aspects of RSE are integrated through the school's creative curriculum and on-going pastoral care, RSE is also taught through discrete PSHCEE lessons from Reception up. This is done through individual class sessions, circle times and whole-school assemblies. A variety of teaching and learning styles and differing classroom organisations are necessary in order to maximise the significant contribution that RSE and PSHCEE makes to children's all-round development.

In Early Years aspects of RSE that relate to the PSED and UTW Development Matters Statements and Early Learning Goals will be approached and taught through circle times, modelling behaviour and weekly targets. These will be both planned but incidental opportunities are also used as teaching points as and when they arise. These opportunities can also inform future teaching and modelling opportunities that are relevant for individuals, classes or cohort as appropriate.

In Key Stage One we follow the **1Decision** PSHE scheme for teaching all aspects of RSE. Children will have the opportunity to watch video clips covering a range of scenarios and discuss their views and feelings on choices made in these clips. They will then get to see the outcomes with alternate endings. This will be followed up with circle time discussions and sometimes recorded work and role-play activities.

From Pre-school through to Year Two regular sessions will take place following the **Making Me** charity's emotional resilience programme. The Children participate in **Kipsy Caterpillar Club**, in which the children will explore a different feeling. In Reception through to Year Two the children will take part in sessions which include a story or game, discussion about the specific feeling and calm time. In Pre-school children will have circle times where they have discussions around specific feelings and calm time. As an extension of this we offer **Talk Time** also inspired and devised by **Making Me**. Children can have an opportunity to share their feelings with a designated member of staff. The emphasis can be any feelings, so as well as worries and concerns the children can also share anything they wish, such as something they are proud of. Children from Reception to year Two can attend 'drop in' sessions with the school nurse or one of the Learning Support Assistants from the Wellbeing Team. They can also be recommended for this by a member of staff or a parent.

In addition, following the guidance set out in the national **PSHE programme of study** assemblies and/ or discrete lessons and circle times are planned with a focus on **Online Safety**. This covers the areas of 'Online Relationships' and aspects of 'Being Safe' set out in the Key Stage One guidance. These sessions are planned using **Online Safety Lesson Plans** taken from **National Online Safety** using the cross-curricular framework '**Education for a Connected World 2020 UK CCIS**'. The following areas are covered: **Self-image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security** and **Copyright and Ownership**. These are introduced in Year One and built upon in year Two, where they are statutory but some elements will also be covered for our younger children when appropriate.

We also teach online safety through our weekly specialised ICT lessons and it is reinforced across the curriculum by teachers.

There is also a half-termly focus on the **NSPCC PANTS** (underwear rule) to educate about appropriate and inappropriate touch and to promote talking to a 'safe person' in the event that this is required, in order to keep all children safe.

Following the statutory guidance on Sex Education and what is not compulsory for the age group we teach, we will not be exploring reproduction within humans and other mammals or naming genitalia and other reproductive organs. However, within our science curriculum we will cover areas such as reproduction of plants and life cycles of insects in Year One and in Year Two we explore the human lifecycle, in terms of different stages of life and the things we do at these stages such as walking, talking and driving a car.

Equality and accessibility

We understand our responsibility in relation to the Equality Act 2010, specifically that we must not unlawfully discriminate against any pupil because of their protected characteristics.

LGBT

The DfE guidance states the teaching of LGBT content is not mandatory but that in Secondary school "we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." Whilst our curriculum doesn't specifically focus on the teaching of LGBT matters we believe that it is important for us to represent all groups in society. Therefore, we will use resources such as books and visuals to explore this. For example, when learning about how all families are different, same-sex parents would be included in the discussion. Individual pastoral needs would be catered for as and when appropriate

Faith Perspectives

The religious backgrounds of all pupils will be considered when planning teaching so that matters are appropriately handled.

Confidentiality

As a general rule, all teachers and staff will maintain a child's confidentiality. However, if a child is believed to be at risk, the teacher may want to talk to the school's Designated Safeguarding Person and, if necessary, follow the relevant safeguarding procedures.

Parental Consultation and involvement

The school works closely with parents by establishing open communication and ensuring all parents are consulted in the development and delivery of the curriculum outlined above. Parents are also provided with an overview of the teaching schemes and resources that will be used in the delivery of this subject. We endeavour to consult parents when reviewing the curriculum and policy and offer an opportunity for parents to share their views, voice any concerns and ask any questions.

We understand that parents are the key people in teaching their children about sex, relationships and growing up and recognise the important role that parents play in enhancing children's understanding of this area. All parents will have different views and opinions on what they feel is appropriate to teach their children and when to do so. These decisions need to be down to individual choice. The statutory guidance states that parents have a right to withdraw from the teaching of Sex Education but not that of Relationships Education, PSHE or elements of the Science curriculum. Following this guidance in respect of the age range we teach we do not teach Sex Education so all curriculum content is compulsory.

Dealing with difficult questions

Difficult or sensitive questions can arise in all lessons and at any time. We would always use the same approach in RSE as in any other curriculum area. As questions arise teachers will work to deal with issues sensitively, factually and honestly. Questions of a sensitive nature may sometimes be generated by events at home or in school. Teachers will endeavour to answer questions as honestly as possible but in certain instances if not deemed appropriate the teacher will follow this up with the parent to assess, discuss and agree how and who this will be dealt with by. Whilst all parents have different views and opinions around RSE, areas that we have previously stated we will not be covering or exploring, will be referred to for parents to decide what they feel is an appropriate way to address the specific issue.

SEND provision

SEND provision is in accordance with the school SEN policy. In this area of the curriculum, children with SEND will be supported as appropriate.

Monitoring

Monitoring is the responsibility of the SLT and the PSHCEE co-ordinator. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, through staff meetings with teachers and feedback from parents and children. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Links with other Policies

- PSHCEE Policy
- Science Policy
- Safeguarding Policy
- Equal opportunities
- Teaching and Learning Policy
- Behaviour and Assertive Discipline Policy (including Anti-Bullying)
- SEND Policy

Appendix 1- Policy Change Tracking

Policy Name:	Relationships and Sex Education Policy
Owner:	Graham Orr
Ratified by:	
Last review Date:	July 2022
Next Review date:	July 2023

Date: 11/7/22

Comment:

P2 Noted that Whole school also includes Kindergarten

Aims and Objectives paragraph one now references inclusion of UTW , People, Culture and Communities within Early Years coverage

P3 UTW People, Culture and Communities ELG now included in Early Year Aims and Objectives that relate to RSE

P5 How we teach Relationships and Sex Education third paragraph included in regard to Early Years teaching. Paragraph 5 Changes re Making Me/ Kipsy Caterpillar club/ Talk time teaching

P6 Top paragraph changes to additional Online Safety lesson planning and delivery.

Extra paragraphs added Equality and Accessibility, LGBT, Faith Perspectives

