



RSE POLICY

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1. How this Policy was developed

This RSE policy was written alongside the PSHE policy (February 2023) by the PSHE and RSE lead, *Miss K. Evans*. This policy has been read and agreed by the Headteacher and Governors. Parents have been consulted in the development of this policy via surveys and sharing this policy with parents for feedback.

The policy has also drawn on guidance from:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (June 2019 - Revised July 2020)
- Corum Life Education Policy Guidance.
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education' (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

During the formulation of the policy, other contextual information and factors were considered, for example, the school's status as a Church of England (VA) school and its distinctive Christian character and vision as a church school.

This policy should be read in conjunction with the following policies:

- All Saints CE Primary School Safeguarding Policy
- All Saints CE Primary School Anti-bullying Policy
- All Saints CE Primary School Equality Opportunities Policy statement
- All Saints CE Primary School Race Equality Policy statement
- DfE Keeping children safe in education (2018)

We are also confident that our choice in scheme is one which supports recognises and supports the Christian ethos of our school. The providers of the scheme state that:

"The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character."

2. Requirements on schools in law

- From 2020 it is statutory for schools to deliver Relationships Sex Education (RSE) in primary schools, and 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. 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.

Curriculum and Statutory Requirements

The RSE requirements are that by the end of primary school children will have been taught the following content:

Relationships Education

- Families and People that Care For Me
- Caring Relationships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Facts and Risks Associated With Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

***See 'Appendix 1' for an overview of the objectives within these areas.**

3. What Relationships (and Sex) Education is

- Relationships Education at All Saints CE Primary School includes the statutory guidance of teaching and learning as we have chosen **not** to teach any **non-statutory** content.
- By teaching RSE, we hope to provide children with the information they need to succeed. To understand themselves and others within Relationships Education.
- At All Saints CE Primary School we use SCARF Coram Education to support us with our RSE teaching and learning, which covers all objectives throughout the children's time in primary school. This resource has been selected as it covers all the statutory guidance for RSE through the primary phase. This resource was also selected as the children, teachers and governors felt it best suited the needs at All Saints CE Primary School.
- SCARF values are closely aligned to those of different faiths and also help schools in promoting children's spiritual, moral, social and cultural development (SMSC).
- SCARF lesson plans contribute to the following: *Physical education should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.*
- Most lessons will be as a whole class; however, a teacher may decide some lessons are better to teach as single sex lessons. If this is the case, **all** children will take part in the learning, but may be separated for a short time to allow the freedom of questioning and for children to be able to engage more appropriately in the subject matter.
- RSE lessons are embedded within our PSHE (Personal, Social, Health and Economic) education offer, following SCARF Coram Life Education Long term planning.
- PSHE lessons should take place weekly for a minimum of 45 minutes; however, it may be more effective if some lessons are taught in blocks of longer or shorter bursts, this will be measured and managed by the Class teacher.
- PSHE and RSE should be taught by the Class teacher, however, this may include support staff of different or same sex gender to help support the inclusion of **all** required, including children with SEND, or in smaller groupings, if required.

- RSE will be covered across statutory Relationships Education and National Curriculum Science.

A list of which lessons are taught in which year groups is listed in *Appendix 2.

4. How Relationships (and Sex) Education is monitored and evaluated

- Throughout each year group, the children contribute to the class PSHE floor book. Teachers are to ensure that weekly evidence of the learning objectives are present and that there is evidence from **all** children in some way (this may be photographs or post its. Each floor book will travel up the school with the class to show progress throughout their time at All Saints.
We follow the SCARF suggested six half-termly units, which are mapped and share the learning objectives, which meet the statutory guidance.
- Class teachers are responsible for completing an assessment on each child each half term to whether they are emerging or expected on the appropriate year group learning objectives.

5. How the delivery of the content will be made accessible to all pupils

- Most lessons will be as a whole class, however, a teacher may decide some lessons are better to teach as single sex lessons. If this is the case, **all** children will take part in the learning, but may be separated in smaller groups for a short time to allow the freedom of questioning and for children to be able to engage more appropriately in the subject matter.
- SCARF values are closely aligned to those of different faiths and also help schools in promoting children's spiritual, moral, social and cultural development (SMSC).
- PSHE lessons should take place weekly for a minimum of 45 minutes; however, it may be more effective if some lessons are taught in blocks of longer or shorter bursts, this will be measured and managed by the class teacher.
- PSHE and RSE should be taught by the Class teacher, however, this may include support staff of different or same sex gender to help support the inclusion of **all** required, including children with SEND, or in smaller groupings, if required.
- Teachers will take into account children's background, culture, ethnicity and religious beliefs, as well as gender identity and sexual orientation and SEND needs when planning and delivering RSE content, and may choose to alter the groupings, length of teaching or pace of lessons to suit various needs.
- Teachers also may prepare parents for teaching of sensitive information, by form of letter or online private communication to make them aware that their children may have questions. With this, teachers will be fully prepared to share taught content with parents on request- however, all content is statutory.

6. Parental concerns and withdrawal of students

- Parents have been involved in the development of the PSHE curriculum and have been made aware that all teaching of PSHE and RSE at All Saints CE is **statutory** and **cannot be withdrawn from**.
- Yearly, a parental review will take place in the form of a scheduled survey to gather parental view and understanding of the PSHE and RSE curriculum.
- Teachers may contact parents before or after specific content has been taught to inform the parents of this, however, all lessons are statutory and cannot be withdrawn from.
- Parents may request of their child to be taught in a smaller group or same-sex/ religious group and this should be respected by the teacher.
- Teachers will supply parents with supporting information or lesson content, where requested, to increase the support and understanding by the children and families.

7. Dissemination Of This Policy

All staff members and governors have access to the PSHE and RSE policy. Copies are available from the school office, on request, for parents and available on the school website.

8. Glossary of Abbreviations

PSHE - Personal, Social, Health Education

RSE - Relationship Education, Relationship and Sex Education, Health Education.

SRE - Sex and Relationships Education

DfE - Department for Education

SCARF- Safety, Caring, Achievement, Resilience, Friendship

9. Policy Review and Development / Action Plan

Once this policy has undergone a consultation with parents and the school governors have ratified a final draft, it will then be reviewed annually, unless any new guidelines or recommendations are produced prior to the set review date.

The Curriculum Leader writes a subject action plan annually and actions are monitored, evaluated and reviewed termly. This development plan includes staff training. At All Saints we believe in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE where necessary and if available.

10. Sources of Further Information

This policy has drawn on:

- *DfES 'Sex and Relationship Education Guidance' (2000)*
- *Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)*
- *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)*

This policy should be read in conjunction with the following policies:

- *Schools own Safeguarding (inc. responding to disclosures)*
- *Schools own Anti-bullying*
- *Schools Equality, diversity and inclusion policy*
- *DfE Keeping children safe in education (2018)*

***Appendix 1: Overview of The Department for Education Statutory RSE Objectives For the End of Primary Relationships Education**

<p>Families and People Who Care For Me</p>	<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 *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
<p>Caring Relationships</p>	<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
<p>Respectful Relationships</p>	<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 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
<p>Online Relationships</p>	<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

	<p>associated with people they have never met</p> <p>*how information and data is shared and used online</p>
Being Safe	<p>Pupils should know:</p> <p>*what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>*that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>*how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>*how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>*how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>*how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice, for example family, school or other sources</p>

Health Education

Mental Wellbeing	<p>Pupils should know:</p> <p>*that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>*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</p> <p>*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</p> <p>*how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>*simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>*isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>*that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>*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)</p> <p>*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 Harms	<p>Pupils should know:</p> <p>*that for most people the internet is an integral part of life and has many benefits</p> <p>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</p> <p>*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</p> <p>*why social media, some computer games and online gaming, for example, are age restricted</p> <p>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</p>

	<p>*how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>*where and how to report concerns and get support with issues online</p>
Physical Health and Fitness	<p>Pupils should know:</p> <p>*the characteristics and mental and physical benefits of an active lifestyle</p> <p>*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</p> <p>*the risks associated with an inactive lifestyle (including obesity)</p> <p>*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>Pupils should know:</p> <p>*what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>*the principles of planning and preparing a range of healthy meals</p> <p>*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)</p>
Drugs and Tobacco	<p>Pupils should know:</p> <p>*the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>
Health and Prevention	<p>Pupils should know:</p> <p>*how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>*about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>*about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>*the facts and science relating to allergies, immunisation and vaccination</p>
Basic First Aid	<p>Pupils should know:</p> <p>*how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
Changing Adolescent Body	<p>Pupils should know:</p> <p>*key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>*about menstrual wellbeing including the key facts about the menstrual cycle</p>

***Appendix 2: Statutory RSE lessons by year group**

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

EYFS: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

Year 1: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

Year 2: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

Year 3: introduces themes about change, including menstruation and bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

Year 4: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

Year 5: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

Year 6: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse and managing pressure online.