

# St Elizabeth Catholic Primary School

## RSE Policy



The Governing Body of St Elizabeth Catholic Primary School

<b>Date of Policy</b>	<b>October 2021</b>
<b>Review Date</b>	<b>October 2023</b>
<b>Chair/Committee Chair of Governor's signature</b>	
<b>Headteacher's signature</b>	

### Mission Statement

Inspiring and achieving lifelong learning in a welcoming, Catholic community

#### Article 16

Children have the right to privacy

#### Article 28

Children have a right to a good quality education

#### Article 29

Children have the right to an education which develops their interests, talents and abilities

## Rights Respecting Schools

As a Rights-Respecting School, we use children's rights to underpin everything we do and learn. Our pupils explore the rights of every child and how to respect these. Rights are embedded across our curriculum and are linked to our 'Values'. Pupil Voice enables the children to become well rounded global citizens. Parents and the community are fully included on this journey and are encouraged to use the universal language at home.

## Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access our school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## Equality statement

As a school, we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community so all pupils achieve their full potential.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

## School Values

As a Catholic school with a strong Christian ethos, we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

## British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **Data Protection**

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

## **Introduction**

St Elizabeth Catholic Primary School follows the teaching of the Roman Catholic Church, in its daily life through the celebration of the Liturgy and through following the values taught in the Gospel of Jesus and our school's Mission Statement:

‘Inspiring and achieving lifelong learning in a welcoming, Catholic community’

In this policy the Governors and teachers, in partnership with pupils and their parents, set out their intentions about Relationships and Sex Education (RSE).

We set out our rationale for our approach to relationships and sex education in the school.

A consultation and training process has been undertaken from December 2020 which consists of the following

- pupil focus groups/school council – scheduled for April 2021
- Information sessions and letters to parents, feedback and response forms completed
- review of RSE curriculum content with staff and governors
- consultation with wider school community e.g. school nurse
- consultation with school governors
- Diocesan training

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Governors in Spring 2021.

This policy will be reviewed every 2 years by the Headteacher, RSE Co-ordinator, the Governing Body and Staff.

## **Dissemination**

The draft policy will be given to all members of the Governing Body, and all teaching and nonteaching members of staff. Copies of the document will be available to all parents through the school's website and copies can be obtained from the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

## **Defining Relationship and Sex Education**

The DFE guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of themselves as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements:

“attitudes and values, personal and social skills, and knowledge and understanding”.

## **Rationale**

‘I have come that you might have life and have it to the full’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It will also be delivered in conjunction with teaching the Religious Education programme and as part of the statutory element of the Science National Curriculum.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. RSE will be taught in accordance with the principles set down in other relevant school’s policies such as the Equality Policy.

The school will use ‘Life to the Full’ to deliver the RSE curriculum content within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child

of God – created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

### **Aim of RSE and the Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes.

It is in this context that we commit ourselves: In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Aims of Relationship and Sex Education (RSE)**

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

### **Objectives**

#### **To develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

### **To develop the following personal and social skills:**

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### **To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

### **Love...**

At the heart of Christian faith is love: St John says that God is love (1 John 4:9) and the whole purpose of Christianity is to live it as fully as possible in and through love. This means that we have to link every aspect of our being, from birth to death, with love.

Love starts to enter our life from the moment of birth when we are held tenderly in the arms of our mother and developed throughout our first intimate relationship of childhood with our parents, family members, friends and teachers.

At puberty, sexual characteristics develop and we begin to seek someone outside of the family with whom we can grow in love, usually ending in marriage.

The whole purpose of education at home and in our primary school is to connect every aspect of growth, physical, emotional, intellectual and social with love. The ultimate goal is to enable adults to fully love themselves (to accept themselves positively) and in turn love their neighbour (making themselves fully available to others).

Through our love for others, we link ourselves with God the Father, through Jesus Christ his Son, and through the Spirit.

The programme for Relationships and Sex Education which we have chosen to share support us at St Elizabeth with covering these objectives are The school will use 'Life to the Full'

*Themes Explored*

**Early Years Foundation Stage**  
One-Page Overview

**Ten:Ten**  
Resources



<b>Module 1: Created and Loved by God</b>
<b>Unit 1: Religious Understanding</b>
<b>Story Sessions:</b> Handmade with Love
<b>Unit 2: Me, my body, my health</b>
<b>Session 1:</b> I Am Me
<b>Session 2:</b> Heads, Shoulders, Knees and Toes
<b>Session 3:</b> Ready Teddy?
<b>Unit 3: Emotional well-being</b>
<b>Session 1:</b> I Like, You Like, We All Like!
<b>Session 2:</b> Good Feelings, Bad Feelings
<b>Session 3:</b> Let's Get Real
<b>Unit 4: Life cycles</b>
<b>Session 1:</b> Growing Up
<b>Module 2: Created to Love Others</b>
<b>Unit 1: Religious Understanding</b>
<b>Session 1:</b> Role Model
<b>Unit 2: Personal Relationships</b>
<b>Session 1:</b> Who's Who?
<b>Session 2:</b> You've Got a Friend in Me
<b>Session 3:</b> Forever Friends
<b>Unit 3: Keeping Safe</b>
<b>Session 1:</b> Safe Inside and Out
<b>Session 2:</b> My Body, My Rules
<b>Session 3:</b> Feeling Poorly
<b>Session 4:</b> People Who Help Us
<b>Module 3: Created to Live in Community</b>
<b>Unit 1: Religious Understanding</b>
<b>Session 1:</b> God is Love
<b>Session 2:</b> Loving God, Loving Others
<b>Unit 2: Living in the Wider World</b>
<b>Session 1:</b> Me, You, Us

# Key Stage One

One-Page Overview

Ten:Ten  
Resources



<b>Module 1: Created and Loved by God</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Story Sessions:</b> Let the Children Come <i>NEW for 2020 replacing Kester's Adventures*</i>	
<b>Unit 2: Me, my body, my health</b>	
<b>Session 1:</b> I am Unique	
<b>Session 2:</b> Girls and Boys	
<b>Session 3:</b> Clean & Healthy <i>*UPDATED for 2020*</i>	
<b>Unit 3: Emotional well-being</b>	
<b>Session 1:</b> Feelings, Likes and Dislikes	
<b>Session 2:</b> Feeling Inside Out	
<b>Session 3:</b> Super Susie Gets Angry	
<b>Unit 4: Life cycles</b>	
<b>Session 1:</b> The Cycle of Life <i>*UPDATED for 2020*</i>	
<b>Module 2: Created to Love Others</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Session 1:</b> God Loves You	
<b>Unit 2: Personal Relationships</b>	
<b>Session 1:</b> Special People	
<b>Session 2:</b> Treat Others Well...	
<b>Session 3:</b> ...and Say Sorry	
<b>Unit 3: Keeping Safe</b>	
<b>Session 1:</b> Being Safe	
<b>Session 2:</b> Good Secrets & Bad Secrets	
<b>Session 3:</b> Physical Contact	
<b>Session 4:</b> Harmful Substances <i>*NEW for 2020*</i>	
<b>Session 5:</b> Can You Help Me? <i>*NEW for 2020*</i> (can be split into 2 sessions)	
<b>Module 3: Created to Live in Community</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Session 1:</b> Three in One <i>*UPDATED for 2020*</i>	
<b>Session 2:</b> Who Is My Neighbour?	
<b>Unit 2: Living in the Wider World</b>	
<b>Session 1:</b> The Communities We Live In	



# Lower Key Stage Two

One-Page Overview

Ten:Ten  
Resources



Module 1: Created and Loved by God	
Unit 1: Religious Understanding	
Story Sessions: Get Up! <i>NEW for 2020 replacing Kester's Adventures*</i>	
Unit 2: Me, my body, my health	
Session 1: We Don't Have To Be The Same	
Session 2: Respecting Our Bodies	
Session 3: What Is Puberty? (recommended for Year 4+)	
Session 4: Changing Bodies (recommended for Year 4+)	
Session 5: Discussion Groups (recommended for Year 4+)	
Unit 3: Emotional well-being	
Session 1: What Am I Feeling?	
Session 2: What Am I Looking At?	
Session 3: I Am Thankful	
Unit 4: Life cycles	
Session 1: Life Cycles	
Module 2: Created to Love Others	
Unit 1: Religious Understanding	
Story Sessions: Jesus, My Friend	
Unit 2: Personal Relationships	
Session 1: Friends, Family & Others	
Session 2: When Things Feel Bad	
Unit 3: Keeping Safe	
Session 1: Sharing Online	
Session 2: Chatting Online	
Session 3: Safe In My Body	
Session 4: Drugs, Alcohol & Tobacco <i>*NEW for 2020*</i>	
Session 5: First Aid Heroes <i>*NEW for 2020*</i>	
Module 3: Created to Live in Community	
Unit 1: Religious Understanding	
Session 1: A Community of Love <i>*UPDATED for 2020*</i>	
Session 2: What is the Church?	
Unit 2: Living in the Wider World	
Session 1: How Do I Love Others?	



<b>Module 1: Created and Loved by God</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Story Sessions:</b> Calming the Storm <i>NEW for 2020 replacing Kester's Adventures*</i>	
<b>Unit 2: Me, my body, my health</b>	
<b>Session 1:</b> Gifts and Talents	
<b>Session 2:</b> Girls' Bodies	
<b>Session 3:</b> Boys' Bodies	
<b>Session 4:</b> Spots and Sleep	
<b>Unit 3: Emotional well-being</b>	
<b>Session 1:</b> Body Image	
<b>Session 2:</b> Peculiar Feelings	
<b>Session 3:</b> Emotional Changes	
<b>Session 4:</b> Seeing Stuff Online	
<b>Unit 4: Life cycles</b>	
<b>Session 1:</b> Making Babies Pt1	
<b>Session 2:</b> Making Babies Pt2 <i>*Optional. See your Programme Coordinator</i>	
<b>Session 3:</b> Menstruation	
<b>Module 2: Created to Love Others</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Session 1:</b> Is God Calling You?	
<b>Unit 2: Personal Relationships</b>	
<b>Session 1:</b> Under Pressure	
<b>Session 2:</b> Do You Want a Piece of Cake?	
<b>Session 3:</b> Self-Talk	
<b>Unit 3: Keeping Safe</b>	
<b>Session 1:</b> Sharing Isn't Always Caring	
<b>Session 2:</b> Cyberbullying	
<b>Session 3:</b> Types of Abuse	
<b>Session 4:</b> Impacted Lifestyles <i>*NEW for 2020*</i>	
<b>Session 5:</b> Making Good Choices <i>*NEW for 2020*</i>	
<b>Module 3: Created to Live in Community</b>	
<b>Unit 1: Religious Understanding</b>	
<b>Session 1:</b> The Trinity <i>*UPDATED for 2020*</i>	
<b>Session 2:</b> Catholic Social Teaching	
<b>Unit 2: Living in the Wider World</b>	
<b>Session 1:</b> Reaching Out	

### How will we organise lessons for Life to the Full?

Before the programme begins ground rules are set with the children regarding the kind of positive behaviour expected of every child:

- all children and teachers treat each other with respect, all questions and answers are listened to in a sensitive and sensible manner,
- any child who is silly, or disruptive and who deliberately attempts to embarrass or hurt another member of the group will be asked to leave,
- children may be taught in small groups for some elements of the programme
- some lessons may be taught in single sex groups as appropriate,

- all children will cover the same topics,
- lessons may include; discussions, presentations, questions, written work, homework

### **What if I don't feel that my child is ready for this programme of work?**

We ask that if parents feel that their child may not be quite ready for the content within the programme, they should make an appointment with the Head of School to discuss their thoughts on the matter.

### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### **Equalities Obligations**

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

### **Parents and Carers**

We recognise that Parents and Carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs. Parents have the right to withdraw their children from RSE except in those elements, which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Head Teacher.

The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

### **Responsibility for Teaching the Programme**

Responsibility for the specific relationships and sex education programme lays with the Head Teacher, aspects of this will be delegated to Subject Leaders, such as RE, Science, PE, PSHE and the

RSE Subject Leader. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

### **Other Roles and Responsibilities regarding RSE**

#### **Governors**

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

#### **Executive Head**

The Executive Head takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

#### **PSHE/RSE Co-ordinator**

The Subject Leader with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

#### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **Relationships to other Policies and Curriculum Subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents:

- Bullying policy,
- Safeguarding Policy
- E-Safety Policy
- Behaviour for learning Policy

Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

## **Children's Questions**

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

## **What if a child asks a difficult question?**

There are specific areas that we feel should not be discussed within the context of our school lessons, e.g. contraception, as we feel that our children are not yet emotionally mature to handle these issues. These are all topics which are dealt with at secondary school.

If a child does ask a question outside the scope of our programme it will be dealt with in a sensitive and caring manner. We would always ask the child concerned to discuss the issue with his/her parents.

## **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

## **Supporting Children and Young People who are at Risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that

a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

### **Confidentiality and Advice**

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated annually and the results of the evaluation should be reported to groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

*From September 2020, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.*

*As part of implementing the RSE curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content.*

## APPENDIX 1

### LBTH Primary Schools RSE Mapping

#### Relationships, Health, Sex Education and Science – Tower Hamlets

<p><b>DfE Statutory Guidance</b> <b>Relationships Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>DfE Non-statutory</b> <b>Sex Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>Statutory Guidance</b> <b>National Curriculum Science</b></p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p>	<p><b>DfE Statutory Guidance</b> <b>Physical Health and Mental Wellbeing (Health Education)</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>By the end of primary school Pupils should know:</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>• the characteristics of <b>healthy family life</b>, 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.</li> <li>• that others’ families, either in school or in the wider world, <b>sometimes look different</b></li> </ul>	<ul style="list-style-type: none"> <li>• questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education.</li> <li>• sexual reproduction in humans</li> <li>• reproductive cycle in humans</li> </ul>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>By the end of primary school Pupils should know:</b></p> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>• that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>

<p><b>from their family</b>, but that they should <b>respect</b> those differences and know that other children’s families are also characterised by love and care</p> <ul style="list-style-type: none"> <li>• that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children’s security as they grow up.</li> <li>• that marriage* represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul> <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in <b>making us feel happy and secure</b>, and <b>how people choose and make friends</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• conception (Year 6 only)</li> <li>• FGM</li> </ul>	<ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Key Stage 2:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p><b>From the DfE guidance:</b></p> <p><b>Puberty</b>  “The content set out in this guidance covers everything that primary schools should teach about relationships</p>	<ul style="list-style-type: none"> <li>• how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate</b>.</li> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>• <b>where and how to seek support</b> (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).</li> <li>• <b>it is common for people to experience mental ill health</b>. For many people who do, the problems can be resolved if the</li> </ul>
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<ul style="list-style-type: none"> <li>• the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>• that most <b>friendships have ups and downs</b>, 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.</li> <li>• <b>how to recognise who to trust and who not to trust</b>, 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.</li> </ul> <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• <b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to <b>improve or support respectful relationships</b>.</li> <li>• the conventions <b>of courtesy and manners</b>.</li> </ul>		<p>and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</p>	<p>right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has <b>many benefits</b>.</li> <li>• about the benefits of rationing time spent online, the <b>risks of excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others’ mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, <b>are age restricted</b>.</li> <li>• that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying</b> and <b>harassment</b> can take place, which can have a negative impact on mental health.</li> <li>• how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>
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<ul style="list-style-type: none"> <li>• the importance of <b>self-respect</b> and how this links to their own <b>happiness</b>.</li> <li>• that in school and in wider society they can <b>expect to be treated with respect</b> by others, and that in turn they <b>should show due respect to others</b>, including those in positions of authority</li> <li>• about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• that people sometimes <b>behave differently online</b>, including by pretending to be someone they are not.</li> <li>• that the <b>same principles apply to online relationships as to face-to-face relationships</b>, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for <b>keeping safe online</b>, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>			<ul style="list-style-type: none"> <li>• <b>where and how to report concerns</b> and get support with issues online.</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>• the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li>• <b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>• the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>• the characteristics of a <b>poor diet</b> and <b>risks</b> associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
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<ul style="list-style-type: none"> <li>• how to <b>critically consider</b> their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how <b>information and data is shared</b> and used online.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of <b>privacy</b> and the implications of it for both children and adults; including <b>that it is not always right to keep secrets if they relate to being safe.</b></li> <li>• that <b>each person’s body belongs to them</b>, and the differences between <b>appropriate and inappropriate or unsafe physical, and other, contact.</b></li> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>• how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> </ul>			<p><b>By the end of primary school Pupils should know:</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts <b>about legal and illegal harmful substances</b> and associated risks, including <b>smoking, alcohol use and drug-taking.</b></li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to the body.</li> <li>• about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to <b>allergies, immunisation and vaccination.</b></li> </ul>
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<ul style="list-style-type: none"> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>			<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>• concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about <b>puberty and the changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b>.</li> <li>• about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>
<p><b>From the DfE guidance:</b></p> <p><b>Lesbian, Gay, Bisexual and Transgender (LGBT)</b></p> <p>“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.</p>			

