

# CHEPSTOW HOUSE



## All School Policy for RSE (Relationships and Sex Education)

September 2023 - August 2024

Policy Written by Karen Etherington

Review date: June 2023

Next review date: June 2024

A handwritten signature in black ink, appearing to read 'KUA'.

Signed:

Submitted: June 2023

This Policy was created in 2017 and will be reviewed annually.

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

This policy should be read in conjunction with other school policies including the school's PSHE and Safeguarding policies.

### **Policy Statement**

The Relationships and Sex Education Policy (RSE) is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance' (DfE, 2019) and the PSHE Association recommendations.

'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' (DfE, 2019).

RSE is delivered as part of the PSHE curriculum to promote pupil well-being from Reception to year 6. It is taught in the context of trusting, stable and loving relationships.

In year 5, children's relationships education becomes part of both their Science and PSHE curriculum. The programme is tailored to the age, physical and emotional maturity of pupils. It ensures that children are prepared for the changes that adolescence brings.

In year 6, children learn about aspects of sex education as part of their Science and PSHE curriculum. The programme is tailored to the age, physical and emotional maturity of pupils. It ensures that children are prepared for the changes that adolescence brings (puberty) and have a knowledge of the human life cycle (how a baby is conceived and born).

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

### **Aims and Objectives**

At Chepstow House we aim to:

- To learn the importance of values and moral considerations.
- To learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- To learn the value of respect, love and care in all relationships.
- To explore moral dilemmas and develop critical thinking when decision-making.
- To learn to manage emotions, including anxiety dealing with puberty, and relationships.
- To develop self-respect and empathy for others.
- To provide the confidence to be participating members of society and to value themselves and others.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To learn and understand physical development, at appropriate stages, including puberty and reproduction.

- To respect and care for their bodies.
- All teaching considers the online and other aspects of life.
- To understand the characteristics of good physical health and mental wellbeing.
- To recognise that mental wellbeing is a normal part of daily life, in the same way as physical health.

### **Planning and Assessment**

From EYFS to year 4, children focus on relationship education. Relationships education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

In year 5 and 6, the children have additional teaching which covers puberty (year 5 & 6) and how babies are made (year 6). The year 6 teaching incorporates the beginning of the sex education programme children will receive in Senior Schools. Although it is not compulsory for primary schools to teach this element of the curriculum, at Chepstow House we believe that effective age-appropriate teaching allows children to be fully aware of changes that happen to both boys and girls and can make informed choices that affect them and develop healthy relationships.

RSE is taught through different aspects of the curriculum including PSHE, science and physical education. In science lessons, we closely follow the guidance material in the National Curriculum linked to RSE. We believe that RSE contributes significantly to a child's knowledge and understanding of their own body, and how it changes and develops during the primary years. Throughout PSHE lessons there is a focus on relationships, feelings and themselves. Appendix A details the PSHE curriculum which incorporates the RSE topics. All teaching considers the age of the children and the needs of the cohort.

In Nursery and Reception topics are based around the objectives from the EYFS Personal, Social and Emotional Development area of learning. For the curriculum and assessment in EYFSN see the EYFSN Framework Policy. In EYFSR see the EYFSR Framework Policy.

In key stage 1, we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In key stage 2, we teach about life processes and the main stages of the human life cycle in greater depth. From year 5 RSE lessons will be taught, this comprises six hours in the spring term. Classes are split into single-sex groups and the unit is delivered by two members of staff of the same sex in each group. Each single-sex group covers the full curriculum covering changes to both male and female bodies. The children then come together in a co-educational environment to consider healthy relationships. By the end of key stage 2, children should have an awareness of how babies are born, how their bodies change during puberty (biological boys and girls), what menstruation is, and how it affects women and the changes to boys. These topics are delivered with due regard for the emotional development of the children.

Our RSE programme will also be informed by the guidance set out in our Fundamental British Values policy.

## *Chepstow House School - RSE Policy*

Teachers have a responsibility to ensure the safety and welfare of pupils and should teach RSE following the school policy and curriculum. Teachers' personal beliefs and attitudes will not influence the teaching of sex and relationship education.

**Staffing:** Class teachers from Reception to year 6 teach PSHE and RSE within their normal teaching day. When teaching the sex education units in year 5 and 6, there will be two members of staff in each lesson. These staff are familiar with the children.

**Ground rules:** A set of ground rules will be created at the start of each RSE unit to help teachers and pupils create a safe environment. For example, no one (teacher or pupil) will have to answer a personal question; no one will be forced to take part in a discussion; only the correct names for body parts will be used; and the meanings of words will be explained in a sensible and factual way.

**Distancing techniques:** Teachers are advised to use distancing techniques to depersonalise discussions, avoid embarrassment and protect pupils' privacy.

**Difficult Questions:** By using the ground rules teachers will establish clear parameters of what is appropriate and inappropriate. A question box is used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs, and this may involve a discussion with parents. If a teacher does not know the answer to a question this will be acknowledged and researched to answer the question later. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk with the pupil later.

**Diversity and inclusion:** The RSE curriculum is sensitive to the range of religious and cultural views in this area; however, we ensure that all children have access to learning so they can be safe and healthy, understanding their rights as individuals in the world. In year 5 and 6, the puberty lessons provide clear, impartial scientific information and cover the law as required. All teaching is delivered considering the age of the children and the cohorts needs. Equal opportunities for all individuals is at the forefront of the teaching and further detail is provided in this policy below.

**Pupil voice:** Opportunity will be provided for children to share their suggestions and ideas for teaching and content. This may occur in class discussion and school council.

**Reflection:** Time will be provided at the end of each RSE lesson and the whole unit for pupil reflection and ensure the lesson/unit is concluded appropriately. Pupils' will be reminded that all teachers can be approached throughout the school day to discuss any issues the children may have regarding RSE.

**Resources:** A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play.

**Evaluation & Assessment:** At the end of each RSE lesson teachers meet to discuss progress, outcomes and review the planning of the next lessons. The question box allows pupil's awareness and concerns to be assessed.

There are no statutory requirements for PSHE assessment. However, two broad areas for assessment are as follows:

- Observe and assess the way children are using their accumulating knowledge and understanding to develop skills and positive attitudes through discussion, debates, making friendships, resolving conflicts, taking responsibility and through self-assessment.
- Assess children's knowledge and understanding such as their recall of knowledge of how to be supportive.

Assessment is also undertaken in lessons on an observational basis and based on the success criteria for the lesson.

### **The Role of Parents**

Excellent RSE teaching is achieved through a partnership with parents and the school. We aim to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. This policy is available on the school website and request from the school office. Tooled Up is an online platform that is available to parents and teachers to provide training and resources for RSE.

Parents views regarding the RSE content and teaching will be obtained at regular opportunities. It is important as a school that our community is listened to and teaching is tailored to the community needs; however, we will ensure that the teaching continues to be in line with curriculum content and Fundamental British Values. Consultation includes, but is not limited to: school surveys, working with the Friends of Chepstow House, year group coffee mornings, diversity council meetings, parent workshops and information talks.

By working in partnership with parents we aim to build strong relationships and highlight the importance of RSE in a child's education. During years 5 and 6, the school informs parents when aspects of the RSE programme are taught and provides the opportunity for parents to view resources and ask questions.

### **Right to Withdraw**

Parents do not have the right to withdraw their child from the relationships education taught within Reception to year 6, as this is a compulsory part of the national curriculum. In year 6, we cover aspects of the Sex Education programme children will receive in Senior Schools (how babies are made). Parents may choose to withdraw their child from this element of the RSE teaching. The RSE teaching builds on the national curriculum in Science lessons, on life cycles, parents will not be able to withdraw their child from these lessons. Parents should speak to the class teacher and head teacher to withdraw their child. If a child was withdrawn alternative work would be set for individual pupils.

### **The Role of Governors**

The governing body annually reviews this policy. At each governance visit an opportunity is provided to discuss the PSHE, RSE and Wellbeing at school.

### **Confidentiality & Safeguarding**

Teachers conduct RSE in a sensitive manner and in confidence. All teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a disclosure is made or if a teacher is concerned that a pupil is at risk of abuse, teachers will follow the safeguarding procedure (see Safeguarding Policy). A member of staff cannot promise confidentiality if concerns exist.

### **Equal Opportunities and SEND**

- ◆ All teaching and non-teaching staff at Chepstow House are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.
- ◆ Our RSE curriculum ensures equality and protected characteristics are considered throughout. The curriculum fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It is respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.
- ◆ All teachers/keyworkers should be aware of the individual and differing needs of pupils, including those who are able or talented and those with emotional and learning needs.
- ◆ Appropriate differentiation will be made to meet pupils' needs and the delivery of the curriculum will embrace a range of teaching and learning styles.
- ◆ RSE lessons are sensitive to the range of religious and cultural views about sexual behaviour, however we must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. It should also cover the concept of equality and legislation relating to it.

### **Coordinators Role**

The Deputy Head will be responsible for liaising with members of staff to discuss progress and keeping the policy updated.

Opportunities for teachers to review the scheme, policy and published materials are given during staff meetings, planning time and key stage meetings. Where necessary training will be provided to teachers to help them teach RSE effectively.

**Appendix 1: Topics to be covered; EYFSN, EYFSR and Key Stages 1 & 2**

Nursery & Reception (EYFSR) There is no formal curriculum. Activities are based on the EYFS framework and they study topics that are relevant to the children and the time of year.

 **PSHE Curriculum Map (including RSE)**

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
<b>Autumn Unit A</b>	<p>Developing a sense of self-worth</p> <p>Knowing you are different to others</p> <p>Having a positive <a href="#">self image</a></p> <p>Building resilience</p> <p>Building intrinsic motivation</p> <p><b>Living in the Wider World</b></p> <p>Class rules</p> <p>Respect</p> <p>Communities</p>	<p><b>Living in the Wider World</b></p> <p>Class rules</p> <p>Respect</p> <p>Communities</p> <p>Local environment</p>	<p><b>Living in the Wider World</b></p> <p>Class rules</p> <p>Respect</p> <p>Communities</p> <p>Local environment</p>	<p><b>Living in the Wider World</b></p> <p>Rules</p> <p>Human rights</p> <p>Anti-social behaviour</p> <p>Responsibilities</p> <p>Resolving differences</p> <p>Communities</p>	<p><b>Living in the Wider World</b></p> <p>Rules</p> <p>Anti-social behaviour</p> <p>Resolving differences</p> <p>Communities</p> <p>Diversity &amp; customs</p>	<p><b>Living in the Wider World</b></p> <p>Rules - Parliament</p> <p>Anti-social behaviour / bullying</p> <p>Resolving differences</p> <p>Communities</p>	<p><b>Living in the Wider World</b></p> <p>Rules</p> <p>Human rights</p> <p>Diversity &amp; customs</p> <p>Anti-social behaviour / bullying</p> <p>Debate</p>	<b>MENTAL WELLBEING TO BE EMBEDDED ACROSS CURRICULUM</b>
<b>Autumn Unit B</b>	<p><b>Physical development and wellbeing</b></p> <p>Exercise</p> <p>Healthy choices</p> <p>Feelings</p> <p>Personal hygiene</p> <p>Becoming more independent</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Exercise</p> <p>Healthy choices</p> <p>Feelings</p> <p>Things that may get lost</p> <p>Personal hygiene</p> <p>Becoming more independent</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Healthy food, sleep, rest</p> <p>Goals</p> <p>Feelings</p> <p>Change – people leaving/friendship arguments</p> <p>Personal hygiene</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Pressures/risk taking</p> <p>Fire safety / fireworks</p> <p>Habits</p> <p>Substances &amp; drugs</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Balanced lifestyles &amp; diet</p> <p>Informed choices</p> <p>Media images</p> <p>Achievements &amp; personal targets</p> <p>Feelings, changes &amp; loss</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Healthy Lifestyles</p> <p>Achievements &amp; personal targets</p> <p>Road Safety (<del>Substance</del> <b>Bikeability</b>)</p>	<p><b>Health &amp; Wellbeing</b></p> <p>Healthy Lifestyles</p> <p>Media</p> <p>Independence / risk</p> <p>Substances &amp; drugs</p>	
<b>Spring Unit A</b>	<p><b>Making relationships</b></p> <p>Being a good friend</p> <p>Showing care and concern for others</p> <p>Understanding the impact of my own behaviour on others</p>	<p><b>Health &amp; Wellbeing</b></p> <p><b>Mental Health Week</b></p> <p>Household products</p> <p>Online safety</p> <p>Road safety</p> <p>Rail / Fire /Water safety</p> <p>Family support</p> <p>Privacy</p>	<p><b>Health &amp; Wellbeing</b></p> <p><b>Mental Health Week</b></p> <p>Household products</p> <p>Online safety</p> <p>Road safety</p> <p>Rail / Fire /Water safety</p> <p>Family support</p> <p>Privacy</p>	<p><b>Health &amp; Wellbeing</b></p> <p><b>Mental Health Week</b></p> <p>Road safety (scooter safety)</p> <p>Online safety, People who help us stay safe</p>	<p><b>Health &amp; Wellbeing</b></p> <p><b>Mental Health Week</b></p> <p>Water safety</p> <p>Habit</p> <p>Drugs in everyday life</p> <p>Online safety</p> <p>People who help us</p>	<p><b>Relationships</b></p> <p><b>Mental Health Week</b></p> <p>Confidentiality</p> <p>Listening / responding skills</p> <p>Collaboration</p> <p>Stereotypes</p> <p>Discrimination</p> <p>Bullying</p> <p>Dealing with dares</p> <p>Privacy</p>	<p><b>Relationships</b></p> <p><b>Mental Health Week</b></p> <p>Positive, healthy relationships</p> <p>Civil partnerships, Marriage</p> <p>How actions affect themselves &amp; others</p> <p>Acceptable physical contact</p> <p>How feelings and emotions can be managed at changing, challenging or difficult times</p>	

# Chepstow House School - RSE Policy

## PSHE Curriculum Map (including RSE)

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Spring Unit B	<b>Relationships</b>  Fair / Unfair Moral awareness Opinions Working cooperatively Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours	<b>Relationships</b>  Fair / Unfair Secrets Opinions Working cooperatively Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours	<b>Relationships</b>  Fair / Unfair Secrets Listening & working cooperatively Opinions Similarities & differences Identifying and talking about feelings Understanding how feelings affect behaviours The link between mental and physical health	<b>Relationships</b>  Friendships Body parts & physical contact Secrets Valuing difference. How feelings and emotions change and what helps people to feel good Expressing feelings and emotions and why this is important	<b>Relationships</b>  Friendships How actions affect themselves & others Body parts Acceptable physical contact, Confidentiality & secrets Managing feelings and emotions in different situations Getting help, advice and support with feelings and emotions	<b>Relationships</b>  Relationships & Sex Education Human life cycles Puberty Differences between boys & girls What mental health means and mental health; what it means and how we can take care of it How feelings and emotions are affected and can be managed at changing, challenging or difficult times	<b>Health &amp; Wellbeing</b>  Communities First Aid Hygiene	MENTAL WELLBEING TO BE EMBEDDED ACROSS CURRICULUM	
Summer Unit A	<b>Behaviour/ Managing self</b>  Independent most of the day Solving conflict without adult help different cultures	<b>Relationships</b>  Special people appropriate/inappropriate touch bodies & feelings teasing & bullying	<b>Relationships</b>  Special people Body parts appropriate/inappropriate touch bodies & feelings teasing & bullying	<b>Relationships</b>  Collaboration Conflict/disputes Similarities & differences Bullying Stereotypes.	<b>Relationships,</b>  Listen & respond respectfully, Identity Bullying, Dares Privacy / personal boundaries	<b>Health &amp; Wellbeing</b>  Independence Risks Bacteria & viruses Peer pressure Habits	<b>Relationships</b>  Relationships & Sex Education Changes to the body Reproduction Puberty Respect How feelings and emotions can be managed at changing, challenging or difficult times		
Summer Unit B	<b>Living in the wider world</b>  Understanding our impact on the world (recycling, climate change) Community and helping others How are you unique?	<b>Living in the Wider World</b>  Money – what it used for Being unique Similarities Community & how to get help	<b>Living in the Wider World</b>  Money – what it used for Being unique Similarities Community & how to get help	<b>Living in the Wider World</b>  Money budgeting, saving, global resources, enterprise Media	<b>Living in the Wider World</b>  Charity Helping others First Aid	<b>Living in the Wider World</b>  Role of money, budgeting, saving, global resources, enterprise, media	<b>Living in the Wider World / Health &amp; Wellbeing</b>  Rail Safety Mobile Phone Safety Aspirations Feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings.		