

ORMSGILL NURSERY AND PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

At Ormsgill Nursery and Primary School, Relationship and Sex Education (RSE) is taught through our PSHE curriculum which follows KAPOW, a progressive scheme with a mindful, non-judgemental approach that is taught from Early Years to Year 6. We aim to teach our pupils what happy, healthy relationships are in an age-appropriate way and ensure they know the fundamental building blocks and characteristics of healthy relationships, including those online. RSE is about the social, cultural and emotional development of all pupils and involves learning about: relationships, sexual health, puberty, healthy lifestyles, sexuality, diversity, resilience and personal identity. We want all of our pupils to be proud of who they are and be accepting of everyone else in an ever-changing world, as well as understand how they can get support and seek advice when they suspect or know something is wrong. We teach RSE and PSHE alongside My Happy Mind, which is an NHS-approved scheme teaching children from Early Years to Year 6 all about their brain, and how to support their mental health and wellbeing.

In addition, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing and collaboratively building ideas. Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates and interviews. Our RSE curriculum ensures children have these opportunities to develop their oracy skills.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools but:

- The new curriculum for relationships education and health education does include content on puberty
- The national curriculum for science 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.

Following this change in law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education

There is no equivalent requirement for a health education policy, but, in line with best practice, this RSE policy also covers health education.

This RSE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*
- *The Education Act 1996*
- *Statutory Guidance Keeping Children Safe in Education 2020.*

Aims

The aims of Relationship and Sex Education at our school are to:

- Provide a safe and supportive environment in which sensitive discussions can take place
- Provide accurate and age-appropriate information
- Include all children
- Ensure all of our pupils feel validated and appreciated for who they are
- Provide a consistent, progressive and age-appropriate approach to the teaching and learning of RSE
- Help prepare pupils to have healthy, strong relationships and be able to recognise when something is wrong
- Teach pupils ways they can seek advice and support
- Help children make informed choices
- Build confidence and self-esteem
- Develop knowledge, skills and attitudes
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of personal health and hygiene

It is recognised that:

- Pupils may sometimes ask difficult questions which go beyond what is set out in the RSE curriculum. We have ensured that we have a high-quality, age-appropriate programme of learning which should help support pupils. We adapt teaching methods wherever necessary and understand children of the same age may be developmentally at different stages, leading to different questions and behaviours.
- Parents/carers must be consulted before Sex Education is taught in Year 6, knowing when it will take place and what content will be covered. Parents/carers have the right to withdraw their pupil from this learning.
- Teaching and resources must be age-appropriate and consider religious backgrounds and SEND
- Teaching about families requires sensitive and well-judged teaching based on the knowledge of the pupils and their circumstances

Equality, Inclusion and Support

Under the *Equality Act 2010*, our school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

RSE is extremely important for all pupils and we recognise that children with social, emotional and mental health needs or learning difficulties are often more vulnerable to exploitation and bullying. We ensure that our teaching is tailored to meet all children's needs (including those children with an EHCP) so that all learning outcomes are met. Teaching Assistants will work alongside Teachers to support teaching RSE objectives and we may offer specialist sessions on a 1:1 or small group basis if necessary.

Overall, our RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships. We will ensure objectives are taught sensitively and adapt teaching methods wherever necessary. We will ensure that issues such as sexism, misogyny and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated. Any occurrences will be identified and tackled.

Delivery of RSE

RSE is taught within the PSHE curriculum following the KAPOW scheme. Biological aspects of RSE are taught through the Science Curriculum and other aspects are taught within the PSHE and RSE Curriculum.

Year 6 pupils receive stand-alone Sex Education lessons, after consultation with parents/carers. The Sex Education Curriculum also derives from the KAPOW scheme. These lessons are delivered sensitively and appropriate to the emotional maturity of the pupils.

Relationship Education focuses on teaching the fundamental building blocks to positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Right to withdraw from sex education?

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The suggested KAPOW lessons that are deemed to be sex education are:

- Year 6 – conception
- Year 6 – pregnancy and birth

Parents and carers will be informed of any sex education teaching in advance of the lessons by letter. This will give parents and carers the option to withdraw their child from these lessons.

Curriculum Coverage:

Ormsgill Nursery and Primary School has adopted KAPOW's RSE and PSHE scheme of learning which helps organise the curriculum and ensures a high quality delivery of this subject.

Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity

Considering what makes us who we are whilst learning about body image.



EYFS: Reception

| | | |
|---|---|---|
| <p>Self-regulation: My feelings</p> <p>Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> | <p>Building relationships: Special relationships</p> <p>Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.</p> | <p>Managing self: Taking on challenges</p> <p>Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.</p> |
| <p>Self-regulation: Listening and following instructions</p> <p>Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.</p> | <p>Building relationships: My family and friends</p> <p>Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.</p> | <p>Managing self: My wellbeing</p> <p>Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.</p> |

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|--|--|---|--|
| <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p> | <p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p> | <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.</p> | <p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p> | <p>Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.</p> |

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|--|--|--|--|
| <p>Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p> | <p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p> | <p>Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p> | <p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.</p> | <p>Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.</p> |

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|---|---|--|--|
| Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist. | Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down. | Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety. | Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy. | Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes. |

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|---|--|--|--|
| Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement. | Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene. | Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma. | Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government. | Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices. |

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|--|--|--|---|---|
| Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes. | Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation. | Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding. | An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community. | Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace. |

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

| Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing |
|---|--|---|--|--|
| Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief. | Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals. | Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive. | Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy. | Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available. |
| | | | | Identity |
| | | | | Two lessons on the theme of personal identity and body image. |

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.



Relationships and Sex Education Objectives

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|-------------------|---|--|
| Reception | <u>Building Relationships</u> My Family, Special People, Sharing, I am unique, My interests, similarities and differences, Festivals, What makes a good friend? Being a good friend, Teamwork, Celebrating friendships | <u>Health</u> What is exercise?, Yoga and relaxation, looking after ourselves, being a safe pedestrian, eating healthily, a rainbow of food |
| Year One | <u>Family and Relationships</u> What is family?, what are friendships?, recognising other peoples' emotions, working with others, friendship problems, healthy friendships, gender stereotypes | <u>Health, wellbeing and changing body</u> Understanding my emotions, what am I like?, ready for bed, relaxation, hand washing and personal hygiene, sun safety, allergies, people who keep us healthy |
| Year Two | <u>Family and Relationships</u> Families offer stability and love, families are all different, other people's feelings, unhappy friendships, introduction to manners and courtesy, change and loss, gender stereotypes: careers and jobs | <u>Health, wellbeing and changing body</u> Experiencing different emotions, being active, relaxation, steps to success, developing a growth mindset, healthy diet, looking after our teeth, communicating online, secrets and surprises, my private parts, my pri- |
| Year Three | <u>Family and Relationships</u> Healthy families, friendship conflict, friendship conflict vs bullying, effective communication, learning who to trust, respecting differences in others, stereotyping gender and age | <u>Health, wellbeing and changing body</u> Cyberbullying, making choices, influences, keeping safe out and about, my healthy diary, relaxation, wonderful me, my superpowers, resilience breaking down barriers, communicating my feelings, diet and dental |
| Year Four | <u>Family and Relationships</u> Respect and manners, healthy friendships, how my behaviour affects others, bullying, stereotypes gender and disability, families in the wider world, change and loss | <u>Health, wellbeing and changing body</u> Looking after our teeth, relaxation, celebrating mistakes, meaning and purpose, my happiness, emotions, mental health, internet safety: age restrictions, share aware, privacy and secrecy, growing up, introducing puberty |
| Year Five | <u>Family and Relationships</u> Build a friend, friendship skills, marriage, respecting myself, family life, bullying, stereotyping gender and race and religion, staying safe online, online friendships, pressure groups | <u>Health, wellbeing and changing body</u> Yoga, importance of rest, embracing failure, going for goals, taking responsibility for my feelings, healthy meals, sun safety, puberty, menstruation, emotional changes in puberty |
| Year Six | <u>Family and Relationships</u> Respect, respectful relationships, stereotypes: attitudes, challenging stereotypes, resolving conflict, change and loss, social media, prejudice and discrimination | <u>Health, wellbeing and changing body</u> What can I be?, taking responsibility for my health, the impact of technology on health, resilience, good and bad habits, physical health concerns, physical and emotional changes of puberty, conception with pregnancy and birth (parents/carers can remove) |

Roles and Responsibilities

An effective programme of RSE requires support from the whole school community and the following people have specific roles and responsibilities:

- **The governing board** – The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.
- **The headteacher** – The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.
- **Subject Lead** – RSE will be monitored carefully by the subject lead who will also provide any CPD opportunities for staff and deliver CPD in staff meetings throughout the year.
- **Staff** – Staff are responsible for delivering RSE in a sensitive, age-appropriate way, modelling positive attitudes to RSE, monitoring progress, adapting and tailoring teaching so all children meet learning outcomes, responding to the needs of individual pupils' needs, responding appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or subject lead.
- **Pupils** – All pupils are expected to engage fully with RSE learning outcomes. When discussing issues related to RSE, pupils are to treat each other with respect and sensitivity.

Resources

Teachers will select any additional resources carefully (aside from the KAPOW scheme of learning) and the subject leader will oversee the selection where appropriate,

Additional resources will be up-to-date, relevant to the age of the children and consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader and/or head teacher. The following will be used to guide the use of visitors:

- We may use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- We will make visitors aware of the school policy for RSE.
- We will check the content of sessions delivered by visitors to make sure that it fits with our school values and meets legal requirements.
- A member of staff will be present in any sessions delivered by visitors.
- We will ensure visitors undergo the necessary checks as required by our safeguarding policies.

Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to our safeguarding policies and procedures to deal with these appropriately.

The subject leader/class teacher will discuss any concerns with the designated safeguarding lead (Mr Mick Cull, head teacher) and follow our school safeguarding procedures. Staff should consider the timing of the lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

It is crucial to inform children of the support that is available to them if they are ever worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

- In school – class teacher, teaching assistants, head teacher, specific staff members
- Outside of school – local agencies, national agencies such as Childline, Kooth, Newsround etc.

Policy Review:

This policy will be renewed every three years from the initial date of approval by Governors.

| Author/Owner | Date Revised | Approved by Governors on: | Date of next review: |
|---------------------|---------------------|----------------------------------|-----------------------------|
| J.Corless | November 2024 | | |
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