



**Toner Avenue School**  
Tradition Achievement Success

# **RSE Policy**

*Updated: September 2021*

*Review: July 2022*



## **RSE Policy**

**September 2021**

### **Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

<b>Head Teacher:</b>	<b>Date:</b>
<b>Chair of Governors:</b>	<b>Date:</b>



## Contents:

### TONER AVENUE SCHOOL VISION STATEMENT

At Toner Avenue we want every child to be the best that they can be.  
We want every child to be safe, healthy and happy.  
We want every child to make great progress, have success and believe in themselves.

#### Philosophy

At Toner Avenue Primary School Relationship and Sex Education (RSE) is part of the PSHE framework and reflects the curriculum intent, values and ethos of the school. RSE will be used to prepare children with the knowledge and understanding to enable them to grow and develop into responsible adults who understand their self-worth and can see themselves as individuals who are 'able to' make a difference. We will educate them so that they are capable of having stable, loving relationships. This policy builds upon the Science curriculum by expanding upon the biological content but focusing on relationships. This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfEE in 2019. The policy was created by the subject leader for PSHE in consultation with staff, parents and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE). The programme will be sensitive to the individual needs, beliefs and rates of maturity of our children. The programme will be graduated and age appropriate recognising the diverse society we live in, set in the context of equal opportunities and inclusion.

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”.

(Brook, SEF, PSHE Association, 2014:3)

#### Aims and Objectives

Toner Avenue Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. Through this policy we work together to promote the following skills

- To provide the knowledge and information to which all pupils are entitled;



- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- We aim to give pupils the knowledge and understanding to deal with their developing bodies and future relationships and correct any misunderstanding and misconceptions they may have.
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils' develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their and others' bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of relationships and sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender;
- We aim to teach the correct terminology from Early Years throughout school to enable pupils to discuss issues whilst using appropriate vocabulary within the classroom;
- We aim to develop skills that enable the pupils to make informed decisions and be confident about their growing bodies;
- We will explore a range of attitudes and values such as tolerance and respect of self and others irrespective of family, religious or cultural background;
- We aim for children to understand what makes a stable and loving relationship;
- To understand differences without prejudice, treating everyone equal regardless of race, disability, gender, age, sexual orientation or culture;
- We aim to promote a climate where everyone's thoughts and opinions are valued.

### Context

At Toner Avenue Primary School we teach RSE in the context of the school's aims, values and curriculum. While RSE in school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of a stable loving relationship;
- RSE is part of a wider social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity at an age appropriate level;
- It is important to build positive relationships with others, involving trust and respect.

### Organisation and Delivery of RSE programme:

The PSHE subject leader, teachers and head teacher are responsible for the organisation of RSE at Toner Avenue Primary School. RSE is delivered through a number of areas of the curriculum



and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, PSHE & Citizenship (including specialist programmes such as Kidsafe and One Life) and through interventions and assemblies. Where RSE is taught within the curriculum, it will be delivered by an HLTA or a qualified teacher and therefore usually within a mixed gender class. Assemblies are delivered by visiting speakers and teaching staff, including the head teacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and enhance the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

#### Early Years Foundation Stage (EYFS)

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about „Understanding the World“, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

#### Key Stage One (KS1)

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body including using scientific terminology for genitalia. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through the One Life programme which explores core and sub-themes (“Physical Wellbeing”, “Mental Health”, “Ourselves, Growing and Changing”, “Keeping Safe”, “Drugs, Alcohol and Tobacco”, “Families and close positive relationships”, “Friendships”, “Managing hurtful behaviour and bullying”, “Safe relationships”, “Respecting self and others”, “Shared Responsibility”, “Communities”, “Media Literacy and Digital Resilience”, “Economic Wellbeing: Money”, “Economic Wellbeing: Aspirations, Work and Career.”) and through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

#### Key Stage Two (KS2)

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Through the Computing curriculum, children will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send



inappropriate content via a social media platform. Through the fifteen core themes (above) and through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex Education is taught as a discrete subject to children in the following year groups during the summer term: In Year 5 Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen? In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work? How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image? In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in the policy).

#### Pupils with SEND

The delivery of RSE will be tailored to suit the needs of individual pupils through the differentiation of tasks. Teachers and/or HLTAs will be responsible for ensuring that all pupils can access the tasks given to them. When necessary extra measures such as additional support and props will be provided to ensure that all pupils can access the RSE curriculum. All pupils will be given the chance to discuss and write/ask questions during PSHE and RSE sessions.

#### Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, South Tyneside Council's Equality and Diversity Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of "family". In KS2, pupils will be taught that the term "relationship" may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies. Children irrespective of age, faith, race, gender, sexual orientation and disability are given full access to the SRE programme in accordance with the recent legislation. We promote British values set out by the Government's 2011 Prevent Strategy. Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

#### Questions Raised by Pupils and Confidentiality

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered



honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers and HLTAs will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances the teacher will talk with the child as a matter of urgency. If the teacher has concerns, they will bring their concerns to the attention of the Designated Safeguarding Leads (DSLs), Mrs C Hutchinson, Mrs H Storey and Mrs G Hughes. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted. The Head teacher/Safeguarding Officer will then deal with the matter in consultation with health care professionals (see also Safeguarding & Child Protection Policy). No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

### Right of Withdrawal

Toner Avenue School will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

### The Role of Parents

At Toner Avenue Primary School we are well aware that the primary role in children's Sex and Relationships Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- answer any questions that parents may have about RSE and their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE at Toner Avenue Primary School;

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. Following an online parent consultation (Summer 2020) we have created a "You Said, we did" document outlining our response to parental concerns and updated our policies/approaches to the curriculum.

### Monitoring and Review

Teaching of RSE is monitored by the designated PSHE lead, Deputy Head and Head teacher on a termly basis through observations, book scrutiny, pupil discussions and staff evaluations/training. The Curriculum Committee of the governing body monitors our RSE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum gives serious



consideration to any comments from parents, staff and governing bodies about the RSE programme, and makes a record of all such comments. Governors require the Head teacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach at Toner Avenue Primary School. The governing body will review this policy in September 2022, or earlier if deemed necessary.