

Relationships and Sex Education Policy

2022-2023



School: Prudhoe Castle First School

Head Teacher: Katie Jacobs

Named personnel with designated responsibility:

Academic Year	Lead	Nominated Local Governor	Chair of board of trustees
2022-2023	Katie Jacobs	Judith Meek	Rob Moore

Policy review dates

Review Date	Changes made	By whom	Date shared
July 2023			

PRUDHOE CASTLE FIRST SCHOOL

Rational

This policy covers Prudhoe Castle First School's approach to Relationships and Sexual Education (RSE). Current legislation and guidance from the Department for Education states that from September 2020 Relationships Education will be compulsory for all pupils receiving primary education. The school recognises that it has a statutory duty to deliver Relationships Education from September 2020 and will do so in an age appropriate curriculum.

This policy is written mindful that the school is a First School with an age range from 3 to 9 years, and as such may differ from other primary school policies which cover more focused sex education topics.

Definition

We define 'relationships and sex education' (RSE) as the teaching and learning about the emotional, social and cultural development of pupils, including learning about positive relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing ideas and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The focus at Prudhoe Castle First School is on Relationship Education 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. Our RSE curriculum provides honest, medically accurate information so that pupils can learn about their bodies and keep themselves safe.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring our curriculum is age appropriate and tailored to individual needs. We also ensure RSE fosters gender equality and LGBT equality by discussing how families of many forms can provide a nurturing environment for children.

The aims of RSE at Prudhoe Castle First School are to:

- Help pupils develop feelings of respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.

Morals and Values

Our programme will encourage and reflect the relationship values outlined in the National Curriculum and build upon the ethos of the school.

- Everyone has a right to feel safe.
- Everyone has the right to make informed choices.
- Everyone has the right to be different.
- We should respect ourselves and others.

RSE at First School will encompass:

- Physical, moral and emotional development.
- An understanding of different types of relationships.
- An understanding of stable, loving relationships.
- Respect, love and care.

It is not about the teaching or promotion of sexual activity, puberty or sexual orientation, as this would be inappropriate for the age of the children in school.

Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision. The scheme of work for Prudhoe Castle First School maps out units of work for each year group which progresses and returns to themes as children develop and mature through the school. See Appendix 1.

We also teach RSE through other subject areas (eg Science, PE, RE and ICT) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE and Equalities children reflect on family relationships, different family groups and friendship.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, assemblies and our behaviour and reward policy.

Through our curriculum plans the children will:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body correctly (including penis and vulva)
- Know how their bodies work (age appropriate).
- Know when things don't feel right and be able to ask for help and support.
- Develop the skills to ask open questions and be confident to talk about more complex issues as they grow older.

PSHE incorporating RSE overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS <i>Equalities</i>	<i>'You Choose' by Nick Sharratt I can say what I think</i>	<i>'The Blue Chameleon' by Emily Gravett I can make friends with someone different</i>	<i>'Red Rockets and Rainbow Jelly' by Sue Heap I understand that it's ok to like different things</i>	<i>'The Family Book' by Todd Parr I understand that all families are different</i>	<i>'Mommy, Mama and Me' by Leslea Newman I can celebrate my family</i>	
Year 1 PSHE	Relationships 'TEAM'	BRITAIN (via Assemblies)	Health and Well Being 'It's my Body'	Living in the Wider World 'Money Matters'	Relationships 'Be Yourself';	Health and Well Being 'Aiming High'
<i>Equalities</i>	<i>'Elmer' by David McKee I know the ways in which we are different and I know how to make my class welcoming.</i>		<i>'Max the Champion' by Sean Stockdale To understand that our bodies work in different ways</i>	<i>'My World, Your World' by Melanie Walsh To understand that we share the world with lots of people.</i>	<i>'Ten Little Pirates' by Mike Brownlow To play with boys and girls</i>	<i>'My Grandpa is amazing' by Nick Butterworth To recognise people are different ages</i>
Year 2 PSHE	Relationships 'VIP'	BRITAIN (via Assemblies)	Health and Well Being 'Think Positive'	Living in the Wider World 'One World'	Relationships 'Growing Up'	Health and Well Being 'Safety First'
<i>Equalities</i>	<i>'The Great Big Book of Families' by Mary Hoffman To understand what diversity is.</i>		<i>'Just Because' by Rebecca Elliot I know that some bodies work in different ways and I can find things that people are good at.</i>	<i>'The First Slodge' by Jeanne Willis To understand how we share the world.</i>	<i>'The Odd Egg' by Emily Gravett I know things can go wrong and I know that when things go wrong I can feel embarrassed and I can find a solution.</i>	<i>'Blown Away' by Rob Biddulph I know that everyone in my class is different, I can work with anybody and I like working with different people.</i>
Year 3 PSHE	Relationships 'TEAM'	BRITAIN (via Assemblies)	Health and Well Being 'It's my Body'	Living in the Wider World 'Money Matters'	Relationships 'Be Yourself'	Health and Well Being 'Aiming High'
<i>Equalities</i>	<i>'Oliver' by Brigitta Sif I know that we are all different in my class and I understand how difference can make people feel excluded.</i>		<i>'This is our House' by Michael Rosen I know how someone can feel like an outsider. I know how to make sure there are no outsiders in my school.</i>	<i>'Two Monsters' by David McKee I understand where some problems can come from and I offer as solution to the problem.</i>	<i>'The Huey's in the new jumper' by Oliver Jeffers I know why it's hard to feel different and I know how to help someone to be strong.</i>	<i>'Beegu' by Alexis Deacon I know the behaviour that makes someone feel like an outsider and I know how to make someone feel welcome.</i>
Year 4 PSHE	Relationships 'VIP'	BRITAIN (via Assemblies)	Health and Well Being 'Think Positive'	Living in the Wider World 'One World'	Relationships 'Growing Up'	Health and Well Being 'Safety First'
<i>Equalities</i>	<i>'Dog's Don't Do Ballet' by Anna Kemp I know what assertive means and I know why being assertive is sometimes hard.</i>		<i>'Red: A Crayon's Story' by Oliver Jeffers I know why people sometimes don't speak up and I know everyone in my school should be proud of who they are.</i>	<i>'The Way Back Home' by Oliver Jeffers I know that people speak different languages and I know how languages can be a barrier. I can find ways</i>	<i>'The Flower' by John Light I know that we have choices and I know why it's good to learn about new and different things.</i>	<i>'King and King' by Linda de Hann I know what marriage is and I know who can get married in the UK and I know why people choose to get married.</i>

				<i>to overcome barriers.</i>		
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*Fully covers PSHE, Global Citizenship, British Values, Personal Safety, Health, RSE and Mental Wellbeing.

Monitoring and Evaluation

Pupils and teachers will critically reflect on their teaching and learning of RSE to adapt and improve the curriculum. Pupil Voice will also be used to evaluate the curriculum.

Roles and Responsibilities

The Role of Parents

The school respects that the primary role in children's RSE lies with parents and carers. However, we believe that the school has a complementary role to play in delivering RSE in a holistic manner through our school curriculum. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Inform parents about the schools RSE policy and practice.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements of RSE in the school.
- Parents do not have the right to withdraw their child from relationships education.

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy.
- Monitor this policy on a regular basis and report to Governors on the effectiveness of the policy.

The Role of Staff

Staff are responsible for:

- Delivering RSE in a sensitive manner.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

The Role of Pupils

Pupils are expected to engage fully with RSE, and when discussing issues related to RSE, treat others with respect and sensitivity.

Policy Development

This policy has been produced in consultation with teachers, pupils and parents/carers and we view the partnership of home and school as vital in safely delivering RSE. The consultation and policy development process involved the following steps:

1. Review - SLT reviewed all relevant information including relevant national and local guidance.

2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultations - parents/ carers were invited to attend a meeting about the RSE policy.
4. Pupil consultation - we investigated exactly what pupils want from their RSE.
5. Ratification - once amendments were made, the policy was shared with Governors and ratified.

Complaints

Any complaints concerning the delivery of the RSE curriculum should be addressed through the school's complaints procedure.

The right to withdraw pupils from RSE education

Parents/carers can only withdraw pupils from non-statutory parts of the curriculum. Should we plan to deliver any such content parents will be consulted and informed consent will be requested.

Implementation

A copy of this policy will be kept in the Safeguarding Policy file in the office and a copy will be posted on the school website.

Equal opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

This policy will be reviewed every 2 years to ensure it remains in line with DfE advice and guidance.