

Mytham Primary School

RSE Policy

Relationships & Sex Education



Policy Creators: Mrs A Bogle/ Mrs S Burke

Ratified by: full Governing Body

Reviewed date: January 2023

Next Review date: January 2024

Policy Aims

The aims of relationships and sex education (RSE) at Mytham Primary School are:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-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.
- Ensure pupils at Mytham are fully aware of the protected characteristics of the Equalities Act
- Ensure sensitivity to context of our school community.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued within the Education Act 1996. At Mytham we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. It is reviewed yearly and our school community are provided with opportunities to consult on the review of this policy whenever DFE guidance is reviewed and updated.

Once this policy is reviewed, it is then ratified by our School Governing Body.

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is about the teaching of equality, respect for diversity and the legal choices available in Britain.
- RSE is not about the promotion of sexual activity or any particular lifestyles of preferences.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and fulfil the changing requirements as laid out by the Department for Education.

Staff Training & Knowledge

- Teachers will respond in an appropriate manner so they are fully informed and don't seek answers online which can make them vulnerable to misinformation.
- Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the statutory guidance, or a question that takes the pupils beyond the learning of the primary age range, provision would be made to meet the individual child's needs, in consultation with parents and carers. This may include involvement from health professionals and external agencies such as health visitors, school nurses and the Healthy Families Team.
- Mytham's pastoral team and senior leaders will play key roles in both supporting staff and leading training, and also meeting the needs of all pupils here at Mytham.
- Primary sex education at Mytham will focus on the statutory content outlined by the DFE, which focuses on Relationships.
- School receive support in delivery via a specially trained team – Bolton Healthy Families Team who have specific skills and knowledge to deliver workshops to primary aged pupils to meet the statutory RSE requirements.



Find out more about our external provider here: <https://www.boltonft.nhs.uk/services/0-19-health-and-wellbeing/>

TEACHING OF RSE

- RSE is taught as part of the Personal Develop curriculum at Mytham. Content is appropriate to the age and development of the children in each key stage.
- Teaching of RSE includes workshops delivered in Year 5 & Year 6 in relation to Growing and Changing.
- Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including families and people who care for me, healthy relationships and online safety.
- Upper Key Stage 2 children also have the opportunity to receive expert knowledge and advice from the Fortalice Team who support the teaching of what a healthy relationship looks like, and what to do if you feel a relationship is unhealthy or not safe via the 'Healthy relationships' workshop.

You can read the statutory guidance for RSE provided specifically for primary schools here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

You can read about the KS1 and KS2 Science statutory curriculum here:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

As the statutory guidance outlines, these areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board

The governing board 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.

Parents/ Carers

Parents & carers do have the right to withdraw pupils from sex education which is non-statutory/non-science components of RSE. However, Mytham only deliver statutory content. Relationships education is statutory for all pupils, as such, parents have no right to withdraw from any element of the content taught at Mytham Primary School as the only content which will be delivered is that which is statutory.

Staff

Staff are responsible for delivering RSE in a sensitive way and modelling positive attitudes to RSE education. Teachers are responsible for monitoring progress of pupils and responding to the needs of individual pupils needs.

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. At Mytham, the subject lead for RSE is Mrs S Burke. Relationships education is taught by all teaching staff through PSHE lessons. Where discrete lessons take place for Healthy Relationships and for education about puberty, these may be taught by specialist agencies where available; Fort Alice and The Healthy Families Team.

Senior Leaders and Pastoral Leaders

SLT and the school's pastoral team will provide an additional layer of support to teachers, pupils and families who may require a personalised approach or additional support via the Early Help process or involvement from further external providers and bodies.

SENDCOS

School's Special Educational Needs & Disabilities coordinators will support teachers in delivering a curriculum which is accessible to all pupils, including children with learning needs and disabilities. This may include adaptations to meet individual needs.

Pupils

As with all curriculum subjects, pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parental Rights to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At Mytham, no non statutory sex education is taught.

Monitoring arrangements

The delivery of RSE is monitored by senior leaders in school through a variety of monitoring methods which include pupil voice, learning walks and book-looks.

This policy will be reviewed by the RSE lead annually. At every review, the policy will be approved by Staff & Pupil Wellbeing Committee. When DFE guidance is revised every three years, parents will also be consulted.

Mytham Community

Mytham is proud of our school community and make every effort to ensure all children and their families are represented. Every effort will be made to deliver the RSE curriculum in a sensitive manner, understanding the concerns of our local community. The RSE curriculum will be clear in supporting pupils' understanding of the protected characteristics under the Equalities Act.

We want children to understand the context of their learning. They will learn about the rule of law and that same sex marriage is legal in Britain. They will learn about the many different types of families and different adult choices about relationships and that all of these must be shown respect. We want all of our children to understand the importance of valuing the choices of others. This includes the choices and teachings of different religious communities that they or others belong to, and how all people making these different choices can live together harmoniously and respectfully.

Crucially, we want children to understand the impact of offensive language and/ or behaviour towards any community, including the LGBTQAI+ and faith communities. This will be taught alongside our exploration of relationships which includes bullying behaviour, and is supported by our school Relationship and Behaviour Policy. Our pupils will learn about the inappropriate use of terms e.g. to denote sexual preferences, and where these are used as insults, they would be classed as examples of homophobia and all staff members will follow our school Behaviour Policy in response to this.

Resources

We have carefully selected resources to ensure they are age appropriate, accurate, inclusive and informative. This includes stories and books and other teaching resources which are used widely at other local authority schools and are provided by approved sources.

APPENDIX 1

MYTHAM PERSONAL DEVELOPMENT CURRICULUM

(PLEASE SEE PERSONAL DEVELOPMENT CURRICULUM PAGE ON SCHOOL WEBSITE FOR ADDITIONAL INFORMATION ON CURRICULUM CONTENT AND END OF KEY STAGE EXPECTATIONS AND END POINTS)

EARLY YEARS

	1.Health and well being (Mental Well being-PSHE association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	2.Relationships (Relationships-PSHE association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	3.Living in the wider world (Citizenship Scheme of Work & Living in the wider world PSHE Association Scheme of work for KS1 & 2 Revised Early Years framework for EYFS)
Nursery-Sparkle Class	Opportunities to develop a sense of self – children are given A or B choices and can select activities and toys that make them feel good. Daily routines incorporate opportunities to explore hand washing and early toileting skills. Singing, music and movement opportunities are planned to encourage children to feel a sense of freedom and pleasure, providing early forms of self-expression. Children explore their bodies through messy play opportunities and sensory experiences. Food play and adult led snack times encourage children to explore new foods with their senses. These experiences aim to introduce children to a growing number of new and healthy foods.	Opportunities to feel warm and comforted are built into the school day – snuggling into blankets, playing with teddy bears, and opportunities in play which encourage nurturing/ caring interactions and eye contact. Circle games and small group games (indoors and outdoors) encourage interaction and relationship development. Opportunities to look at photos of their own faces and the faces of loved ones are planned via activities such as creating ‘family books’, interactive displays and push buttons with recorded messages from people they know.	Activities using books with faces and play with mirrors and cameras help children to develop a sense of self and an awareness of those around them. Children are encouraged to explore their immediate environment through interesting new toys in areas of provision and interesting experiences in tuff trays that encourage children to be curious and engaged. Home corners are carefully planned to offer children opportunities to explore familiar routines and experiences e.g making a meal, making a cup of tea, sitting and talking to friends, feeding a baby etc.

Nursery- Starlight Class	Adults react to the interests of children and note the things that cause enjoyment and engagement. Provision is enhanced with toys and resources to help children explore their interests further. Activities are planned that encourage exploration of the whole body e.g printing with body parts, movement songs, mirrors and gross motor activities. This includes direct teaching of body part vocabulary. Daily routines incorporate opportunities for children to be independent with toileting, dressing/ undressing with simple clothing and handwashing. Opportunities to make healthy snacks are provided to allow children to explore healthy food choices. Opportunities to make safe choices are incorporated into play e.g using scissors and child friendly knives, carrying and moving equipment etc, Children develop a basic understanding of how to brush teeth carefully.	Activities are planned that encourage sharing and turn-taking. Circle games, books and activities explore emotions and direct teaching of the related vocabulary e.g happy, sad, upset, excited, worried. Stay and play sessions enable children to share experiences with loved ones, helping to further develop strong relationships and nurturing play. Provision is designed to encourage cooperative play e.g rich role play and small world encourages shared story telling and re-enacting of children's own experiences. Photos shared from home of immediate and wider family and special times encourages children to talk about their home lives and the special people around them.	Planned WOW experiences enable children to develop a deepened knowledge of the world around them e.g local walks, observing seasonal changes, animal visits/ planting seeds/ bug hunts etc. This includes direct teaching of related vocabulary. Children are able to develop basic knowledge of some of the jobs in the world around them through rich role play, sharing stories and visits from people with important jobs e.g fire brigade, dentist, bin-man, etc. Home corners are carefully planned to offer children opportunities to explore familiar routines and experiences e.g making a meal, making a cup of tea, sitting and talking to friends, feeding a baby etc. Children begin to explore some special times, such as birthdays.
Reception Class	Planned experiences encourage children to be physically active and to enjoy games and sports.	Children create 'bags' containing special objects and photographs that are shared in circle time. Opportunities for child-led talk	Planned WOW experiences enable children to develop a deepened knowledge of the world around them e.g local walks, observing seasonal changes, animal visits/ planting seeds/

	Planned activities encourage children to explore healthy food choices and the importance/ impact of a balanced diet. Activities encourage children to explore the importance of dental hygiene and ways that we can help to keep our teeth healthy. Daily routines encourage independent self-care e.g changing for outdoor play and PE, toileting and hygiene practices. Extended periods in outdoor play and self-chosen indoor play allow children to become deeply engrossed and engaged, supporting well-being. Children engage with yoga, PE sessions and music & movement experiences that encourage children to explore how their bodies and feelings can feel when they engage in activities that allow them to express and challenge themselves. Opportunities discuss and demonstrate things they enjoy/ are good at are planned throughout the year.	encourage children to talk about things that are special to them. Children explore the concept of 'family' through drawing and painting, small world and role-play experiences. Circle games, books and activities explore emotions and direct teaching of the related vocabulary that builds on nursery vocab e.g scared, devastated, concerned, thrilled, content, relaxed etc. Planned provision and activities encourage children to communicate and play cooperatively. Strategies to share, resolve conflicts and to understand the needs of others are evident throughout the year e.g board games, parachute games, resources that can only be used one at a time. Children.	bug hunts etc. This includes direct teaching of related vocabulary. Children develop a cultural awareness of how different people celebrate special times and events e.g Diwali, Christmas, Chinese New Year etc. This includes direct teaching of related vocabulary. Important issues and important events are explored through visits, shared stories and experiences e.g the plight of the honey bee, save the hedgehog, importance of recycling and impact of waste disposal on the world around us. This includes direct teaching of related vocabulary. Children explore and create very simple maps of the local environment, talking about places of importance and the people within them. This includes direct teaching of related vocabulary. Rich role-play and small world experiences encourage children to explore the topics and themes that are taught.
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KEY STAGE ONE

	Autumn Term	Spring Term	Summer Term
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	1.Health and well being (Well Being-PSHE association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	2.Relationships (Relationships-PSHE Association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	3.Living in the wider world (Citizenship Scheme of Work & Living in the wider world PSHE Association Scheme of work for KS1 & 2 Revised Early Years framework for EYFS)
CYCLE A	Think Positive: Positive choices & feeling good! Let It Out! My Body; Growing Up Is It Ok? My Body, My Business!	Special People Around Me Be Yourself	My community One World
CYCLE B	Safety First! Healthy Body, Healthy Mind	Being a Good Friend Teamwork	Money: Saving & Spending Aspirations & Aims

LOWER KEY STAGE 2

	Autumn Term 1.Health and well being (Well Being-PSHE association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	Spring Term 2.Relationships (Relationships-PSHE Association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	Summer Term 3.Living in the wider world (Citizenship Scheme of Work & Living in the wider world PSHE Association Scheme of work for KS1 & 2 Revised Early Years framework for EYFS)
CYCLE A	Think Positive: Positive choices & feeling good! Let It Out! My Body; Growing Up Is It Ok? My Body, My Business!	Special People Around Me Be Yourself	My community One World
CYCLE B	My Amazing Body	Digital Relationships & Wellbeing	Money Matters No Limits!

UPPER KEY STAGE 2

	Autumn Term 1.Health and well being (Well Being-PSHE association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	Spring Term 2.Relationships (Relationships-PSHE Association scheme of work for KS1 & 2 Revised Early Years framework for EYFS)	Summer Term 3.Living in the wider world (Citizenship Scheme of Work & Living in the wider world PSHE Association Scheme of work for KS1 & 2 Revised Early Years framework for EYFS)
CYCLE A	Mental Health & Keeping Well	Real love Rocks Healthy Relationships workshops Growing & changing workshops	Little Lever Children Love Little Lever! R.E.S.P.E.C.T
CYCLE B	Safety Matters	Real love Rocks Healthy Relationships workshops Growing & changing workshops	Can't Stop the Feeling!