

### **Introduction Statutory Content**

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 by the secretary of state as outlined in section 403 of the Education Act 1996.

At Oakdale Primary School we teach RSE as set out in this policy.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

### **Monitoring and Evaluation**

The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in SRE lessons.

We regularly hold pupil interviews or surveys to ensure our curriculum is developed and reviewed as required.

## **Oakdale Primary School RSE Policy 2023.24**

### **Roles and Responsibilities**

The initial decision to adopt the Christopher Winters Project as our curriculum was decided through discussions with staff and governors. We held a parents forum to gain the views of parents and questionnaires were used to gain pupil views.

Following the legislative change the resources have been shared with parents to ensure they have been consulted and had the opportunity to view and understand the curriculum.

The Headteacher is responsible for managing requests to withdraw pupils from non-science components of RSE. The Deputy Head (KB) is responsible for the delivery of the curriculum.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Monitoring progress
  - Responding to the needs of individual pupils
- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

The responsibility of this policy comes under the remit of the safeguarding governor and will be reviewed annually.

All staff are trained with how to deal with child protection issues, as detailed in our Safeguarding Policy.

### **Aims and Objectives**

Our SRE curriculum aims to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with friends and family:

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary. (medical names used from Y1)
- To foster self worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practice important life skills such as critical thinking, decision making, communication and assertiveness.

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).

### **Right 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-science components of sex education within RSE.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Requests for withdrawal from the Year 6 Sex Education element of the curriculum should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## Curriculum



RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. This is only in Year 6.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We follow the Cambridgeshire PSHE scheme of learning, the Chris Quigley science curriculum and the RSE program by the Christopher Winters Project. This has content organised by year group, from YR – Y6. A This comprehensive programme gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. This is based on three lessons for each year group which will be taught in the Summer 2 term. It is designed to support and enhance the units covered by the PSHE scheme.

More information about these schemes of work can be found on the [http://cwpresources.co.uk/resources/sre\\_pri/](http://cwpresources.co.uk/resources/sre_pri/)

YEAR	TOPIC	LESSON DETAILS
EYFS	Family and Friendship	Lesson 1 Caring friendships- recognising the importance of friendship Lesson 2 Being kind- recognise the importance of saying sorry and forgiveness Lesson 3 Families- all families are different
1	Growing and Caring for Ourselves	Lesson 1 Different friends- we are all different but still friends Lesson 2 Growing and Changing- how do we grow and change (life cycles) Lesson 3 Families and Care- explore different types of family and who cares for us
2	Differences	Lesson 1 Differences- differences between males and females/ gender stereotypes Lesson 2 Male and Female Animals- male and female animals and lifecycles Lesson 3 Naming body parts- describe physical differences between boys and girls and name parts
3	Difference and Keeping Safe	Lesson 1 Body differences- people are unique and respect differences Lesson 2 Personal space- appropriate and inappropriate contact Lesson 3 Help and support- explore different types of family and who to go to for support
4	Growing up	Lesson 1 Changes- human lifecycle Lesson 2 What is puberty- physical and emotional changes Lesson 3 Healthy relationships- respect in relationships
5	Puberty	Lesson 1 Talking about puberty- emotional and physical changes in puberty Lesson 2 The reproduction system- changes in more detail Lesson 3 Puberty help and support- physical hygiene/ ways to get support
6	Puberty, relationships and reproduction	Lesson 1 Puberty and reproduction Lesson 2 communication in relationships- importance of communication and respect Lesson 3 Families, conception and pregnancy- ways people might start a family Lesson 4 Online relationships- positive and negative communication

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>