

# Great Bardfield Primary School



## RSE Policy (Relationships and Sex Education)

***‘Sex and relationship education should be firmly rooted in the framework for PSHE. Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.’***

*(Sex and Relationship Education Guidance, DfE July 2000)*

***‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.’***

*(Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019)*

**Date of Ratification: 7<sup>th</sup> June 2021 (Pending)  
(In consultation with Parents, Staff and Governors)  
Review date due: June 2023**

## **INTENT**

At Great Bardfield Primary School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world. We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

## **IMPLEMENTATION**

### **Curriculum Delivery**

At Great Bardfield Primary School, our Relationships and Sex Education (RSE) is delivered as part of our planned Personal, Social, Health and Citizenship Education (PSHCE) curriculum (Appendix 1). Content specific to RSE is outlined in Appendix 2. It is taught within the context of our school values and key skills (respect, resilience, reflectiveness, resourcefulness and responsibility).

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

When delivering RSE, ground rules will be established in class and children reminded of these.

Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class.

### **Other opportunities for RSE:**

Great Bardfield Primary School Relationships and Sex Education (RSE) Policy

Biological aspects of RSE are taught within the science curriculum (Appendix 2), and other aspects are included in religious education (RE). We also hold weekly 'Fish Philosophy' Assemblies in which the children give 'fish' to each other in recognition of the support they have given each other throughout the week. We also promote the concept of being a 'Bucket Filler' rather than a 'Bucket Dipper'. We offer children the opportunity to hear visiting speakers, such as the school nurse and other health workers, police and other representatives from the local area. These opportunities promote the development of healthy, respectful relationships between children, adults and the wider community.

### **Inclusion**

Our curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We provide learning opportunities matched to the individual requirements of our children with special educational needs and take into account the targets set for the children in their One Page Profiles and One Planning. We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

## **IMPACT**

### **Assessment and recording**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. If appropriate, a marking grid is used to assess the learning that has taken place. The nature of the subject means that often this is not suitable and there may not be any written work from a session. Other evidence may be gained through discussion with the children, photographs and video.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHCE, will be reported to parents and carers during parent consultations and through written reports twice yearly.

### **Measuring impact**

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. We measure the impact of our curriculum by considering to what extent our children:

- are able to talk about, remember and utilise what they have learnt in RSE
- develop positive and healthy relationships with their peers and with adults both inside and outside school
- meet age related expectations across the wider curriculum in addition to the core subjects
- understand the emotional and physical aspects involved in RSE at an age appropriate level

### **Monitoring and review**

The PSHCE leader is responsible for setting up and organising the RSE programme of study as well as monitoring the standards of children's work and the quality of teaching through learning walks, discussions with staff and pupils and through book scrutinies. The subject leader supports colleagues in the teaching of RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject

leader will also be responsible for giving the head teacher an annual action plan, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. Ofsted will also report on the RSE element of PSHCE in the school.

### **Policy Development**

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](#).

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 are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Other relevant documents:

- PSHCE Policy
- SEND Policy
- Health & Safety Policy
- Marking and feedback policy
- Early Years Foundation Stage policy
- Assessment policy

## Appendix 1

Two year rolling Curriculum plan including details of RSE learning outcomes.

<b>CYCLE A</b>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Unicorns (F)	<ul style="list-style-type: none"> <li>Personal, Social and Emotional Development</li> <li>Physical Development</li> <li>Understanding the World</li> </ul>					
KS1 (Y2 Units)	Pixies (1) (KS1 Units)	Relationships: VIPs	Living in the Wider World: One World	Health & Wellbeing: Think Positive	Living in the Wider World: Respecting Rights	Health & Wellbeing: Safety First	Relationships: Be Yourself (KS1 Unit)
	Dragons (2) (KS1 Units)						Relationships: Growing Up (KS1 Unit)
Lower KS2 (Y4 Units)	Pegasus (3/4) (LKS2 Units)	Relationships: VIPs	Living in the Wider World: One World	Health & Wellbeing: Think Positive	Living in the Wider World: Respecting Rights	Health & Wellbeing: Safety First	Relationships: Y3 - Be Yourself (LKS2 Unit)
	Leprechauns (4/5) (LKS2 Units)	Relationships: VIPs	Living in the Wider World: One World	Health & Wellbeing: Think Positive	Living in the Wider World: Respecting Rights	Health & Wellbeing: Safety First	Y4 – Growing Up (LKS2 Unit) Y5 – Be Yourself (UKS2 Unit) Y6 - Growing Up (UKS2 Unit)
Upper KS2 (Y6 Units)	Phoenix (5/6) (UKS2 Units)	Relationships: VIPs	Living in the Wider World: One World	Health & Wellbeing: Think Positive	Living in the Wider World: Respecting Rights	Health & Wellbeing: Safety First	(These units taught in Year Groups)

<b>CYCLE B</b>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Unicorns (F)	<ul style="list-style-type: none"> <li>Personal, Social and Emotional Development</li> <li>Physical Development</li> <li>Understanding the World</li> </ul>					
KS1 (Y1 Units)	Pixies (1) (KS1 Units)	Relationships: TEAM	Living in the Wider World: Diverse Britain	Health & Wellbeing: Aiming High	Living in the Wider World: Money Matters	Health & Wellbeing: It's My Body	Relationships: Y1 Be Yourself (KS1 Unit)
	Dragons(2) (KS1 Units)						Relationships: Growing Up (KS1 Unit)
Lower KS2 (Y3 Units)	Pegasus (3/4) (LKS2 Units)	Relationships: TEAM	Living in the Wider World: Diverse Britain	Health & Wellbeing: Aiming High	Living in the Wider World: Money Matters	Health & Wellbeing: It's My Body	Relationships: Y3 – Be Yourself (LKS2 Unit)
	Leprechauns (4/5) (LKS2 Units)						Y4 – Growing Up (LKS2 Unit) Y5 – Be Yourself (UKS2 Unit) Y6 - Growing Up (UKS2 Unit)
Upper KS2 (Y5 Units)	Phoenix (5/6) (UKS2 Units)	Relationships: TEAM	Living in the Wider World: Diverse Britain	Health & Wellbeing: Aiming High	Living in the Wider World: Money Matters	Health & Wellbeing: It's My Body	(These units taught in Year Groups)

<b>Making Relationships (EYFS)</b>		
<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To initiate play, offering cues to peers to join them.</p> <p>To keep play going by responding to what others are saying or doing.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>To demonstrate understanding that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set and of behavioural expectations in the setting.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>

<b>Relationships and Sex Education (KS1 &amp; KS2)</b>			
	<b>KS1 (Year 1 &amp; 2)</b>	<b>LKS2 (Year 3 &amp; 4)</b>	<b>UKS2 (Year 4&amp;5)</b>
<b>VIPS</b>	<p>I can talk about the very important people in my life and explain why they are special.</p> <p>I can describe why families are important.</p> <p>I can describe what makes someone a good friend.</p> <p>I can describe ways to help resolve arguments and disagreements without being unkind.</p> <p>I can cooperate with others to achieve a task</p> <p>I can describe how I can show my special people that I care about them and I understand why this is important.</p>	<p>I can explain the importance of respecting my VIPs.</p> <p>I can explain how to make and keep fabulous friends.</p> <p>I can identify my own support network.</p> <p>I can demonstrate strategies for resolving conflicts.</p> <p>I can identify what bullying is.</p> <p>I know what to do if someone is being bullied.</p>	<p>I can explain how VIPs who love and care for each other should treat each other.</p> <p>I can identify different ways to calm down when I am feeling angry or upset.</p> <p>I understand that people have different opinions that should be respected.</p> <p>I can identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p>I can explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>I can recognise healthy and unhealthy relationships.</p>

<b>TEAM</b>	<p>I can talk about the teams I belong to.</p> <p>I can be a good listener.</p> <p>I can explain how to be kind and why it is important.</p> <p>I can talk about unkind behaviour like teasing and bullying.</p> <p>I can explain how to be a positive learner.</p> <p>I can identify good and not-so-good choices.</p>	<p>I can talk about changes and how they might make me feel.</p> <p>I can explain how and why we should work well as a team.</p> <p>I can describe how my actions and behaviour affect my team.</p> <p>I can pay attention to and respond considerately to others.</p> <p>I can describe why disputes might happen and strategies to resolve them.</p>	<p>I can talk about the attributes of a good team</p> <p>I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</p> <p>I can compromise and collaborate to ensure a task is completed</p> <p>I can reflect on the need to care for individuals within a team.</p> <p>I can identify hurtful behaviour and suggest ways I can help.</p> <p>I can understand the importance of shared responsibilities in helping a team to function successfully</p>
-------------	---	--	---

	<b>Year 1</b>	<b>Year 3</b>	<b>Year 5</b>
<b>Be Yourself</b>	<p>I can talk about what makes me special</p> <p>I can describe some of the different feelings I have and can describe how they feel.</p> <p>I can talk about things I like that make me happy.</p> <p>I can talk about the things that make me feel unhappy or cross and what to do when I have these feelings.</p> <p>I can discuss how change and loss make me feel.</p> <p>I can share what I think and feel with confidence.</p>	<p>I can say the things about myself that I am proud of.</p> <p>I can identify the feelings I have and describe how different emotions feel.</p> <p>I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</p> <p>I know how to be assertive.</p> <p>I can explore messages given by the media and decide if they are helpful or harmful.</p> <p>I can identify different strategies I can use if I make a mistake.</p>	<p>I can explain why everyone is unique and understand why this should be celebrated and respected.</p> <p>I can explain why I should share my own thoughts and feelings and I know how to do this.</p> <p>I can explore uncomfortable feelings and understand how to manage them.</p> <p>I can understand why we sometimes feel shy or nervous and know how to manage these feelings.</p> <p>I can identify when I might have to make different choices from those around me</p> <p>I can explore how it feels to make a mistake and describe how I can make amends</p>

	<b>Year 2</b>	<b>Year 4</b>	<b>Year 6</b>
<b>Growing Up</b>	<p>I can name the main parts of boys' and girls' bodies.</p> <p>I understand how to respect my own and other people's bodies.</p> <p>I can talk about my family and others' families'.</p> <p>I can describe how I will change as I get older.</p> <p>I can describe things that might change in a person's life and how it might make them feel.</p>	<p>I can describe male and female body parts and explain what these are for.</p> <p>I can describe how boys' bodies will change as they go through puberty.</p> <p>I can describe how girls' bodies will change as they go through puberty,</p> <p>I can describe the feelings that some people experience as they grow up</p> <p>I understand that there are many different types of relationships and families.</p> <p>I can describe how babies are made and how they are born.</p>	<p>I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p> <p>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</p> <p>I understand what a loving relationship is and that there are many types of relationships.</p> <p>I understand what a sexual relationship is and who can have a sexual relationship.</p> <p>I can describe the process of human reproduction, from conception to birth.</p>

## *National Curriculum Science*

### *Key Stage 1*

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

### *Key Stage 2*

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

Appendix 2: