

DOG KENNEL HILL SCHOOL

Relationships and Sex Education Policy

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The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This policy has been written as a response to the statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE.
- Give information to parents and carers about what is taught and when.
- Give parents and carers information about their involvement with RSE.
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important.
- Clarify the content and manner in which RSE is delivered.

STATEMENT OF AIMS

Through our teaching of relationships and sex education, we aim to:

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings to enable children to protect themselves and ask for help.
- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values and respect differences in opinions.
- Develop a positive self-image and high self-esteem.
- Gain accurate knowledge and understanding about sexuality and relationships.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.

Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationships and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions and the human biology of sex and sexuality. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behavior.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust, and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties, and responsibilities
- Understanding diversity regarding religion, culture, and sexual orientation

THE CONTEXT OF THE SCHOOL

Dog Kennel Hill Primary School is an inner-city school that has a strong heritage of promoting equality and celebrating diversity. There are currently 52 languages spoken in the school and 24 different nationalities currently in school. We have good relationships and strong links with the community and actively seek to work in partnership with our parents and carers. We have been a

member of the Heathy schools project since 2017. We have the bronze award and share good practice across other Southwark schools through our work.

Definition of RSE

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

The National Sex Education Forum highlighted that RSE also involves:

- Acquiring information
- Developing skills
- Forming positive beliefs and attitudes

RSE plays a vital part in meeting schools' **safeguarding** obligations. 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. **Ofsted** is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.¹

The RSE programme at Dog Kennel Hill ensures that children from the early years to year six have access to age-appropriate teaching that helps them to gain the knowledge and skills and confidence to keep themselves and each other safe.

The statutory guidance from the DfE (2019) also advises that, "Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach."

Dog Kennel primary school prides itself on supporting the community that it serves and providing education and support that enables its children and young people to move to the next stage in their education equipped with skills knowledge and attitudes that will enable them to know how to be safe and healthy and to help keep others safe and healthy.

What the children should know

¹ Taken from *SRE in the 21st Century* – supplementary advice produced by the PSHE Association, Brook and the Sex Education Forum, to be read alongside the statutory SRE Guidance from the DfEE from 2000

<p>Families and people who care for me</p>	<p>Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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

	<p>from others, if needed.</p>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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.

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of
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	<p>hobbies and interests.</p> <ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognizing the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Content and organisation of the programme

The school aims to provide a programme of drug education in line with the Science Curriculum and PSHE education scheme of work. See appendix 1.

Science Curriculum Links

The Early years Foundation stage:

Early Learning Goal

- Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes.(UW)
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions(P&C)

Year 1:

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 : pupils will be taught to

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 Year 5 pupils will be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

PSHE Curriculum Links

Year 1 Core Theme 1: Health and Wellbeing . Pupils will be taught :

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Year 2: Core Theme 1: Health and Wellbeing . Pupils will be taught:

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Year 3: Core Theme 1: Health and Wellbeing. Pupils will be taught:

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Core Theme 2: Relationships. Pupils will be taught:

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Year 4: Core Theme 1: Health and Wellbeing. Pupils will be taught:

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about human reproduction

Year 5: Core Theme 1: Health and Wellbeing pupils will be taught:.

- how their body will, and emotions may, change as they approach and move through puberty
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- **Core Theme 2: Relationships**
to feel confident to raise their own concerns, to recognise and care about other people's feelings

Year 6: Core Theme 1: Health and Wellbeing. Pupils will be taught

- how their body will, and emotions may, change as they approach and move through puberty
- about human reproduction
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

Core theme 2: Relationships: Pupils will be taught

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage

- to recognise what constitutes positive healthy relationships and develop the skills to form them.

DKH – CWP and Jigsaw Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being Me In My World <ul style="list-style-type: none"> - Exploring similarities and differences from their friends and how that is OK. - Begin to recognise and manage feelings. - Begin to understand children's rights, and what it means to be responsible. 	Celebrating Difference <ul style="list-style-type: none"> - Celebrating what makes us similar, different and special. - Exploring friendships and understanding how to be a kind friend. 	Dreams and Goals <ul style="list-style-type: none"> - Discussing challenges and facing up to them. - Recognising the importance of being resilient and not giving up. - Discuss goals and aspirations in life. 	Healthy Me <ul style="list-style-type: none"> - Identifying key parts of body and how to stay healthy. - Recognising some foods are healthier than others. - Understanding importance of sleep and hand washing. - Discussing stranger danger. 	Relationships <ul style="list-style-type: none"> - Learning about families and key relationships in their lives. - Introduced to simple strategies to mend friendships. - Learn methods to self-regulate feelings of upset. 	Changing Me <ul style="list-style-type: none"> - Thinking about how they have changed from being a baby. - Understanding that change can bring about positive and negative feelings.
Reception	Being Me In My World <ul style="list-style-type: none"> - Understanding what it means to belong. - Recognising feelings and understanding what it means to be kind. - Understanding rights and responsibilities. 	Celebrating Difference <ul style="list-style-type: none"> - Identifying similarities and differences. - Celebrating what makes us special. - Exploring how to be a kind friend to others. 	Dreams and Goals <ul style="list-style-type: none"> - Exploring the idea of perseverance and resilience. - Identifying goals and having aspirations ambition for myself. 	Healthy Me <ul style="list-style-type: none"> - Understanding how to make healthy choices through diets and exercise. - Recognising the importance of sleep, keeping clean and stranger awareness. 	Relationships <ul style="list-style-type: none"> - Exploring friendships. - Understanding how to treat others with respect. - Exploring ways to help myself and others when feeling upset. 	CWP: Family and Friendship <ul style="list-style-type: none"> - Lesson 1: Caring Friendships - Lesson 2: Being Kind - Lesson 3: Families <hr/> Changing Me <ul style="list-style-type: none"> - Piece 4: Understand and respect the changes they see in other people - Piece 5: Know who to ask for help if they are worried about change - Piece 6: Looking forward to Year 1.
Year 1	Being Me In My World <ul style="list-style-type: none"> - Introduced to the Jigsaw Charter and setting expectations. - Discussing rights, responsibilities, Year 2 choices and 	Celebrating Difference <ul style="list-style-type: none"> - Discussing similarities and differences and what makes us unique and special. - Learning about bullying, how it feels and who to ask for 	Dreams and Goals <ul style="list-style-type: none"> - Setting simple goals, how to achieve them and overcoming difficulties when they try. - Recognising feelings 	Healthy Me <ul style="list-style-type: none"> - Recognise healthy and unhealthy choices and how these make us feel. - Discuss importance of hygiene, keeping clean and that 	Relationships <ul style="list-style-type: none"> - Exploring friendships. - Understanding how to treat others with respect. - Exploring ways to help myself and others when feeling 	CWP: Growing and Caring for ourselves <ul style="list-style-type: none"> - Lesson 1: Different Friends - Lesson 2: Growing and Changing - Lesson 3: Families & Care

	<p>consequences.</p> <ul style="list-style-type: none"> - Recognising what makes us special and knowing how we keep ourselves and each other safe. 	<p>help.</p> <ul style="list-style-type: none"> - Discuss friendships, differences and the importance of being kind. 	<p>associate with facing obstacles.</p> <ul style="list-style-type: none"> - Discuss partner working and how to do this well. 	<p>germs will make us unwell.</p> <ul style="list-style-type: none"> - Learn about road safety and people who can help us stay safe. 	<p>upset.</p>	<p>Changing Me</p> <ul style="list-style-type: none"> - Piece 5: Understand that am growing and learning new things. - Piece 6: Discussing change that has happened in my life.
Year 2	<p>Being Me In My World</p> <ul style="list-style-type: none"> - Understanding what it means to belong. - Understanding what it means to feel safe and happy in my class. - Understanding rights and responsibilities. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> - Discussing gender stereotypes, differences and similarities between boys and girls. - Identifying feelings associated with bullying and where to seek help. - Exploring friendships and differences. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Setting realistic goals and understanding the steps to achieve them. - Discussing perseverance and recognising strengths and difficulties as a learner. - Sharing success with other people. 	<p>Healthy Me</p> <ul style="list-style-type: none"> - Learn about healthy food and making healthy choices. - Identifying things that make you relaxed and stressed. - Discussing what medicines are and how to use them safely. 	<p>Relationships</p> <ul style="list-style-type: none"> - Discussing roles and responsibilities in a family and the importance of co-operation, appreciation and trust. - Learn and practise strategies for conflict resolution. - Understanding the importance of trust in relationships. - Discussing how to seek help if they are worried or scared. 	<p>CWP: Differences</p> <ul style="list-style-type: none"> - Lesson 1: Differences - Lesson 2: Male & Female Animals - Lesson 3: Naming Body Parts <p>Changing Me</p> <ul style="list-style-type: none"> - Piece 5: Understanding there are different types of touch and that some are acceptable and some are unacceptable. - Piece 6: Identifying what I am looking forward to when I move to my next class.
Year 3	<p>Being Me In My World</p> <ul style="list-style-type: none"> - Recognising self-worth and identify positive things about themselves. - Learning to face challenges with positivity. - Discuss the importance of rules, rights and responsibilities. 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> - Identifying similarities and differences in families. - Learn strategies for calming themselves down. - Revisiting the topic of bullying and discuss problem-solving techniques in bullying situations. - Talk about giving and receiving compliments and feelings associated with it. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - Identifying dreams and ambitions and discuss how it will feel when they achieve them. - Discuss challenges and identifying own strategies for overcoming these. - Reflect on their progress and successes and identify what they could improve on for next time. 	<p>Healthy Me</p> <ul style="list-style-type: none"> - Discuss the importance of exercise and how it helps to keep the body healthy. - Talk about the functions of the heart and lungs. - Understand what calories, fat and sugar is and how it can affect health. - Talk about different types of drugs and how there are ones to take to make us feel better when we are unwell. 	<p>Relationships</p> <ul style="list-style-type: none"> - Revisit family relationships and identify different roles and expectations within the family home. - Discuss why stereotypes can be unfair. - Revisit the 'solve-it' technique for negotiating conflict situations. - Understand rules for staying safe online. - Learn that we are part of a global community and to 	<p>CWP: Valuing Difference and Keeping Safe</p> <ul style="list-style-type: none"> - Lesson 1: Body Differences - Lesson 2: Personal Space - Lesson 3: Help and Support <p>Changing Me</p> <ul style="list-style-type: none"> - Piece 5: Recognising stereotypical ideas about parenting and family roles. - Piece 6: Identifying what I am looking forward to when I move to my next class.

				- Discuss things, places and people that are dangerous.	revisit children's universal rights.	
Year 4	Being Me In My World - Understanding what it means to be in a team. - Talk about attitudes, actions and effects on whole class. - Discuss democracy and the different roles people can have to make collective decisions and deal with conflict.	Celebrating Difference - Discuss how influences can affect how we judge a person or situation. - Discuss bullying, online bullying and what to do if they suspect it is taking place. - Understand and discuss the pressures of being a witness. - Recognise own uniqueness and what is special about themselves.	Dreams and Goals - Children talk about hopes and dreams. - Discuss how it feels when faced with disappointment. - Identify group work and overcoming challenges together as a class. - Reflect on their successes and the feelings associated with overcoming a challenge.	Healthy Me - Look at friendship groups that they are a part of, how they are formed, leaders and followers. - Reflect on their friendships and how different people can make them feel. - Explore smoking and alcohol and its effects on health. - Discuss peer pressure and how to deal with it.	Relationships - Exploring the emotional aspects of relationships, friendships. - Identify the emotions associated with relationship changes and strategies for coping with change. - Learn that sometimes relationships can end and that they can be amicable.	CWP: Growing Up - Lesson 1: Changes - Lesson 2: What is Puberty? - Lesson 3: Healthy Relationships
						Changing Me - Piece 5: Identifying changes that may be outside of my control and how to manage these. - Piece 6: Identifying what I am looking forward to when I move to my next class.
Year 5	Being Me In My World - Discuss goals and challenges they may face for the year ahead. - Identify rights and responsibilities as a member of the class, school, wider community and country they live in. - Explore what democracy means, how it benefits their school and how they could contribute towards it.	Celebrating Difference - Explore culture and cultural differences linking it to racism and how to be aware of their own feelings towards other cultures. - Revisit the topic of bullying. Discuss rumour spreading and name calling. - Children talk about direct/indirect bullying and ways to encourage children not to use bullying behaviours.	Dreams and Goals - Discussing dreams and aspirations, looking at jobs people they know do and exploring the fact some jobs pay more than others. - Comparing similarities and differences between themselves and someone from a different culture.	Healthy Me - Understanding risks linked to smoking and alcohol misuse, and its effects on the lungs, liver and heart. - Learn a range of basic emergency procedures (recovery position) and how to contact the emergency services. - Look at how body types are portrayed in the media and discuss how eating disorders can be linked to negative body image pressures.	Relationships - Recognise the importance of self-esteem. - Investigate and reflect on a variety of positive and negative online and social media contexts. - Learn about the SMARRT internet safety rules and how to identify when something online feels uncomfortable or unsafe.	CWP: Puberty - Lesson 1: Talking about Puberty - Lesson 2: The Reproductive System - Lesson 3: Help and Support
						Changing Me - Piece 5: Identifying what it means to be a teenager and understand the growing responsibilities. - Piece 6: Identifying what I am looking forward to when I move to my next class.
Year 6	Being Me In My World - Discuss the year ahead, setting goals and discussing fears	Celebrating Difference - Identifying similarities and differences and	Dreams and Goals - Identify own strengths and discuss how to	Healthy Me - Understand the importance of taking	Relationships - Explore and discuss mental health and how to take care of	CWP: Puberty, Relationships & Reproduction

	<p>and worries for the future.</p> <ul style="list-style-type: none"> - Learn about the United Nations Convention on the Rights of the Child. - Talk about choices and actions and how these could have far-reaching effects on others. - Revisit democracy, how it benefits the school and how they can contribute towards it. 	<p>recognising that for some people, being different is hard.</p> <ul style="list-style-type: none"> - Explore bullying and how people can have power over others in a group. Discuss strategies for dealing with this as well as wider bullying issues. - Learn about people with disabilities and look at examples of people who have amazing lives and achievements. 	<p>further stretch themselves by setting challenging and realistic goals.</p> <ul style="list-style-type: none"> - Explore various global issues and explore places where people may be suffering or living in difficult situations. - Discuss what they think their classmates like and admire as well as working on giving others praise and compliments. 	<p>responsibilities for their own physical and emotional health and choices linked to this.</p> <ul style="list-style-type: none"> - Discuss different types of drugs and the effects this can have on people's bodies. - Discuss exploitation as well as gang culture and associated risks. - Explore what mental health/illness is and recognise that people can have different attitudes towards this. - Recognise the triggers for and feelings of being stressed. 	<p>their own mental well-being.</p> <ul style="list-style-type: none"> - Identify the stages in a grief cycle and discuss the different causes of grief and loss. - Discuss online safety, learning how to judge if something is safe and helpful. 	<ul style="list-style-type: none"> - Lesson 1: Puberty & Reproduction - Lesson 2: Communication in Relationships - Lesson 3: Families, Conception & Pregnancy - Lesson 4: Online Relationships. <p>Changing Me</p> <ul style="list-style-type: none"> - Piece 5: Understanding the importance of positive self-esteem. - Piece 6: Preparing myself for transition into secondary school.
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Staff Involved. The Christopher Winters project, mindfulness and JigSaw are delivered by the teaching staff team.

it is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

How RSE is Taught

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships.

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development

- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

Teachers' Responsibilities

To reassure parents/carers, Pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above. Workshops, meetings and letters provide parents with information and opportunities to ask questions prior to the delivery of any RSE sessions.

Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

Working with Parents/Carers and child withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

Section 405 of the Education Act 1996, which consolidates previous Education Act, gives parents the right to withdraw their children from any or all parts of a school's programme of sex education - where it is not part of the National Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By inviting parents/carers to discuss personal development when their child enters the school
2. By inviting parents/carers to a meeting to discuss RSE in the school.
3. By providing parents and carers with a curriculum summary so they are aware of the content of the RSE sessions.

Parents have a right to withdraw their children from RSE lessons, although not those elements included in the National Curriculum Orders for Science, or any other part of the National Curriculum. If a parent wishes to withdraw their child from RSE lessons, we ask that they discuss it with the Head Teacher, to be clear about what their child will do when they are withdrawn from the lessons.

We should like to make clear that even when a pupil has been withdrawn from RSE lessons, if the pupil should ask questions at other times, these questions would be answered honestly by staff.

Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be made freely available to parents on request and will be on the school website. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

REVIEW AND EVALUATION OF POLICY

The evaluation process will serve the basis for planning programmes of action, including targeting time, support and resources to ensure continuing improvement.

Appendices.



1. SRE Primary Curriculum Overview