



## **CLEVE HOUSE SCHOOL AND LITTLE CLEVE NURSERY RSE POLICY AIMS AND OBJECTIVES**

**Co-ordinators: C WARDLE, M JONES**

### **1. RATIONALE**

At Cleve House School we seek to teach pupils how to make and manage a range of different positive relationships with:

- Family
- Friends
- Adults in school
- Other members of the local community

We believe that positive relationships are the basis of good emotional and mental health; contribute to social cohesion and employability and enable children to keep themselves happy and safe. Positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

### **2. INTRODUCTION**

This document is a statement of the aims, values and delivery of teaching and learning about relationships and sex education (RSE) at Cleve House School.

This policy is based on the requirements of the national curriculum (2014); advice from the PSHE Association; the Sex and Relationship Education Guidance DfEE (draft 2018) and the Science national curriculum.

### **3. AIMS AND OBJECTIVES**

The aims of our RSE is to help and support young people through their physical, emotional and moral development. Our programme is firmly rooted in our Personal, Social and Health Education (PSHE) curriculum and aims to help our children to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. Relationships and sex education makes a valuable contribution to teaching and learning at Cleve House School and is based on the entitlement of each pupil to receive a broad, balanced and relevant curriculum. It also contributes to the promotion of the spiritual, moral, social, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of adult life.

#### **4. DELIVERY OF RSE**

Relationship and sex education will be taught specifically within PSHE but also in Science. Relationship education is core to our behaviour management and may therefore be appropriately addressed during assemblies and other curriculum activities during the school day. Any additional RSE issues that may arise within a class/year group can be addressed in consultation with PSHE co-ordinator and a member of SLT. RSE will be taught to all pupils in their usual class groups although, at certain times, at the discretion of the class teacher, in consultation with the PSHE leader and where needed, pupils may be taught in single-gender groups. There may be opportunities for RSE to be supported by appropriate outside agencies e.g. school nurse. Any visitors will be given clear guidance on the content they will be delivering as well as being made aware of our Child Protection and Safeguarding Policy.

#### **5. CONTENT**

RSE will be in conjunction with the science national curriculum (2014) which is compulsory for all pupils as well as the PSHE curriculum.

##### **Key stage 1 (age 5-7) pupils should be taught:**

##### **POSITIVE RELATIONSHIPS**

- **R9:** to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- **R6:** to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

##### **GROWING AND CHANGING**

- **H8:** about the process of growing from young to old and how people's needs change
- **H9:** about growing and changing and new opportunities and responsibilities that increasing independence may bring

##### **SIMILARITIES AND DIFFERENCES**

- **H10:** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
- **L8:** ways in which they are all unique; understand that there has never been and will never be another 'them'
- **L9:** ways in which we are the same as all other people; what we have in common with everyone else
- **R8:** to identify and respect the differences and similarities between people

##### **KEEPING SAFE**

- **H4:** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- **R11:** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- **R10:** to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- **H16:** what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy

- **H15:** to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets
- **H13:** about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

**Key stage 2 (age 7-11) pupils should be taught:**

**POSITIVE RELATIONSHIPS**

- **R2:** to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- **R4:** to recognise different types of relationship, including those between acquaintances, friends, relatives and families

**GROWING AND CHANGING**

- **H18:** how their body will, and their emotions may, change as they approach and move through puberty

**SIMILARITIES AND DIFFERENCES**

- **R13:** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **R16:** to recognise and challenge stereotypes

**KEEPING SAFE**

- **H11:** to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- **R21:** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
- **H25:** how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request
- **H23:** about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

**Additional Learning Objectives for Years 5 & 6:**

**POSITIVE RELATIONSHIPS**

- **R5:** that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- **R19:** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- **R3:** to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

**GROWING AND CHANGING**

- **H19:** about human reproduction

**SIMILARITIES AND DIFFERENCES**

- **R17:** about the difference between, and the terms associated with, sex, gender, identity and sexual orientation

**KEEPING SAFE**

- **R20:** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

## **6. RESOURCES**

Our main resources for our RSE programme are:

- Jigsaw resources
- Library books
- Online resources

## **7. STRATEGIES FOR TEACHING**

We aspire to give all our pupils good and outstanding teaching at all times. As part of our usual teaching and learning process we always ensure a safe and appropriate learning environment but particularly with RSE, teachers will:

- Reinforce class learning agreement used for circle time/PSHE lessons.
- Ensure no personal cases or information is used about individuals (pupil/adult).
- Pupils' questions will be answered honestly, openly and in an age appropriate way, in small groups or whole class, although teachers may choose not to answer particular questions and may also choose to postpone a response until they have considered the implications of their response.
- Teaching techniques may also include discussions, small group and project learning; but also include opportunities for pupils to reflect on their learning.

## **8. PARENTS**

Our teaching of RSE is age appropriate in an atmosphere of mutual trust and based on good practice. However uncomfortable adults may feel, children and young people grow up in a very sexualised society; the lyrics of many pop songs and accompanying films; stories in the media and the adult themes of many programmes on TV; playground conversations; adult style clothing for sometimes very young children and the easy availability of adult and inappropriate materials on the internet, all add to pressures on children and young people. Parents will be invited to an information session prior to teaching the RSE aspects of the curriculum. However, a parent has the right to withdraw their child from RSE lessons outside of the science curriculum. Should a parent wish to withdraw their child, the following procedures must take place:

- Make an appointment with the class teacher or member of the SLT to discuss and view the lesson content and resources.
- Parents must make a valid and educational reason for withdrawing their child.
- After careful consideration, if the child is withdrawn from an RSE lesson, the child will be taught a relevant PSHE lesson in a separate room from their classroom led by another adult.

## **9. CONFIDENTIALITY**

Pupils sometimes make a personal disclosure to a teacher, either individually or in a small group or class situation. Teachers may find that pupils tell them sensitive information about themselves, some of it about activities that are illegal such as the use of drugs by the pupils, their friends or family and

disclosure might relate to under-age sexual activity or that they have been abused. All staff need to be clear about our school's rules on confidentiality and be aware of the school's Child Protection policy.

If a primary age child who is sexually active, or is contemplating sexual activity, directly approaches a teacher or member of staff for advice the school and its staff will always view this as a child protection issue. It will be dealt with according to the child protection procedures of the school.

## **10. WAYS OF SHARING/CELEBRATING CHILDREN'S WORK**

- Openings of lessons
- Mini-plenaries e.g. Why is this good? (Refer to success criteria)
- Celebration Assemblies
- Achievement Awards
- Display

## **11. MONITORING AND REVIEW**

Reviewed: September 2019

Review Date: Annually