Captain Cook Primary Captain Cook Primary School

RSE Policy

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INTRODUCTION

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

We have based our school's Relationships and Sex Education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019). New DfE guidance will come into force on 1st September 2026, and this policy will be updated before then.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the Science National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born"

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to ourselves, friendships, family, and other children and adults. Our definition of Relationships Education is detailed below in the 'RSE Curriculum' section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the National Curriculum for Science. Within this policy, we have identified any non-statutory Sex Education that falls outside of Science. This content will **not** be taught from EYFS to Y5, with the exception of the physical changes associated with puberty in Y5. In Y6, aspects of human reproduction, that we have deemed appropriate for demographic of our pupils, will be taught **where parents give consent.**

RATIONALE AND ETHOS

Within CAPTAIN COOK PRIMARY SCHOOL, RSE is underpinned by the ethos and values of our trust. Our mission is to develop well rounded, young people who are keen to learn, understand the need to care for and be tolerant of others and to contribute positively to their communities. We promote excellent partnerships with our parents and carers in order to achieve this.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships, and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to achieve this.

RSE is a lifelong learning journey about personal, physical, moral, social and emotional development. It is based on understanding the importance of stable and loving relationships, and respect for ourselves and others. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, as well as increase their knowledge and understanding of how to make informed decisions and life choices.

ROLES AND RESPONSIBILITIES

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum. The RSE programme is led by the PSHE Co-ordinators within each school, alongside the support of the governors and Senior Leadership Teams.

PSHE lessons are taught by staff on a weekly basis and supported by visitors or educational visits when appropriate. Staff receive training and updates in the delivery of the RSE curriculum within staff meetings led by the PSHE Co-ordinators.

As a trust we work in partnership with parents and carers to provide children with an effective RSE programme that meets their needs, and which promotes the same messages at home and within school.

RSE WITHIN THE PSHE CURRICULUM

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Within CAPTAIN COOK PRIMARY SCHOOL we use the Kapow Scheme of Work for PSHE, which is accredited by the PSHE Association UK. We have selected this scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors.

As is required by the statutory guidance, parents have also been consulted on the relevant content policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

STATUTORY RELATIONSHIPS EDUCATION

We define Relationships Education as teaching children:

- What a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adult
- The importance of healthy and secure relationships to wellbeing
- What constitutes a healthy relationship, in person and online
- How to set and observe appropriate boundaries in relationships
- How to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe, and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

Families and people who care for me

Children should know:

- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- 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.

Respectful relationships

Pupils should know:

- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

NON-STATUTORY SEX EDUCATION

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated emotional changes from Year 3 onwards, and the physical changes from Year 5 onwards. As part of the Science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

As Sex Education is **not** compulsory in primary schools, we **do not include the facts below** about human reproduction in children's RSE lessons:

- How a baby develops in the womb and how babies are born.

However, the trust recognises that in Y6, the following aspects of sex education should be taught in order to prepare children for secondary school:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;
- That for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and a very private part of a grown-up relationship (no detail on what this involves);
- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means;

The above facts are only taught in Year 6 (with parental consent) apart from those which are statutory requirements of the Science curriculum in Year 5 (see CAPTAIN COOK PRIMARY SCHOOL Science curriculum).

We recognise that children from EYFS to Year 5 may ask questions that cannot be answered without reference to the content above. Should this occur, we will respond by telling pupils that they will learn about that when they are older or within their Science education. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

DELIVERY

The elements of our RSE programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups (occasionally in Upper KS2); the class teacher will decide this after discussion with the PSHE subject lead.

Occasionally, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of RSE in school: for example, the school nurse. All visitors will be familiar with, and understand, the school's RSE policy and be expected to work within it.

An overview of our PSHE programme is included within the appendices of this policy for reference.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each academic year a set of ground rules (Jigsaw Charter) will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Using kind and positive words.
- Respect everybody's contribution.
- Only using personal information in a positive manner.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- ♣ Using 'distancing' techniques such as role-play, case studies, videos etc. to depersonalise sensitive issues.
- ♣ Using anonymous question boxes (upper KS2). These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- ♣ Emphasising to children that they only share information that they feel comfortable sharing.

All staff teaching RSE will be supported and advised on these matters by the PSHE Lead and senior leadership team as and when required.

MANAGING DIFFICULT QUESTIONS

During both formal and informal RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

In some lessons, an anonymous question box may be used (upper KS2) to allow children to ask questions about potentially sensitive or embarrassing topics (e.g. puberty).

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate, provision may be made to address the individual child/young person's requirements after the session. CAPTAIN COOK PRIMARY SCHOOL believes that staff must use their professional skills and discretion in this area and speak to a Designated Safeguarding Lead if they are concerned about any pupil questions from a safeguarding perspective.

Children may also be signposted back to parents/carers who also have a responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with

school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

RECORDING AND ASSESSMENT

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus: e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the Science curriculum will be assessed through recorded work to establish age-related expectations of knowledge and understanding.

RESOURCES

Within CAPTAIN COOK PRIMARY SCHOOL we use the LET Scheme of Work for PSHE. This is a comprehensive scheme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all the statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes, and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside the Kapow Scheme will be selected carefully to ensure they meet the needs of our pupils.

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our trust's approach to safeguarding.

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will take these matters seriously and speak to the child away from the class as a matter of priority. Staff will draw their concerns to the attention of a Designated Safeguarding Lead, who would then deal with the matter in line with the CAPTAIN COOK PRIMARY SCHOOL Safeguarding policy, within their individual school (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external partners (e.g. school nurse) to work with us to provide advice and support to children in regards to RSE and Health Education. Such visits should be arranged with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed

ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

INCLUSIVITY

SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

The schools within CAPTAIN COOK PRIMARY SCHOOL seek to recognise and embrace the diverse nature of our communities. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our communities and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are also providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build positive and supportive relationships with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice.

- Provide opportunities to view videos, lesson plans and resources used in the RSE programme.
- Answer any questions that parents may have about RSE for their child.
- Take seriously any issues or concerns that parents raise.
- Offer parents the right to withdraw their child from non-statutory sex education in Year 6 following a discussion with the PSHE lead or headteacher of the school.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils.

Please note there is no parental right of withdrawal from the Relationships Education or Health Education content within the school curriculum, or from any statutory Sex Education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

LOCATION AND DISSEMINATION

Copies of this policy are available in the staff policy folder within each school, on the school's individual websites and from the school offices on request from parents.

STAFF SUPPORT AND TRAINING

CAPTAIN COOK PRIMARY SCHOOL believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE co-ordinators will access courses or INSET opportunities to assist staff in the delivery of RSE.

MONITORING AND REVIEW

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the CAPTAIN COOK PRIMARY SCHOOL RSE policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE coordinators across the Trust will gather staff views through regular staff voice feedback. Pupil voice exercises will also be used to inform reviews and updates to planning, resources and activities. Parent feedback is also acknowledged and acted upon when appropriate.

The PSHE lead of CAPTAIN COOK PRIMARY SCHOOL will review and amend this policy, if required, on an annual basis. The policy will then require approval from the Trust Board.