



AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

Relationships and Sex Education Policy (RSE)

	Name	Reviewed Date	Date to be reviewed
Principal	Mrs Shriti Bellare	July 2020	July 2021

Definition

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 DfES Guidance 2000 offered this definition: *"RSE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."*

The National Sex Education Forum highlighted that RSE also involves:

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

1. Rationale and Aims

The long-term happiness and well-being of every child is at the heart of all that we do. Our intention is that the children of our schools feel prepared, safe and nurtured. We are committed to promoting pupil well-being through the delivery of an effective sex and relationships education programme. Developing responsible attitudes and behaviour towards sex and relationships, will assist pupils in order to ensure that they stay safe and healthy. Developing a mature and appropriate relationship in line with the distinctive vision of the Trust and its aspirations for all. At Avanti House Primary we have decided to deliver a bespoke Sex Education which we have renamed 'Growing up and changes' in accordance with learners' needs and the character and ethos of our school. Those aspects of sex education that are statutory, such as in the Science orders, will also be taught.

Our Policy in this regard is based upon the following principles:

- Values are key to sex and relationships education (SRE) because of the personal and social nature of the issues covered. There are clear core values that run through our SRE lessons. These include:

- Mutual respect
- Happy relationships
- Rights to information, safety and health
- Equality; particularly on the basis of gender.
- Responsibility for oneself and others

RSE is provided within the PSHE programme at Avanti House Primary School. It is also incorporated into related curriculum areas notably Knowledge and Understanding of the World and Science. This takes into account the cultural and religious traditions represented in the school's community. Through its programme of sex and relationships Avanti House aims to:

- Help children understand their growth and development;
- Raise awareness about oneself and feelings of others and develop respect for oneself and others;

- Equip children to take responsibility for their behaviour in all relationships;
- Enable pupils to develop the skills to help them manage their relationships in a morally responsible and healthy manner.
- Teach children how to keep safe on the internet

Policy Development:

This policy has been developed in consultation with staff and pupils. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation –staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation

2. Key Principles

- The content and methods used are designed to be appropriate to the age and development of the pupils;
- Staff must be sensitive to religious beliefs and cultural practices;
- Learning is enhanced by the use of appropriate outside agencies and providers (e.g. theatre groups);
- Staff will support pupils who seek guidance on particular matters and will refer them to the inclusion team where appropriate. Where issues of Child protection are raised staff must follow the school policy and procedures for Safeguarding Children;
- Where appropriate, parents/carers will be informed when a lesson or series of lessons may cover sensitive issues. Parents/carers will then be made aware of their right to remove their child from such lessons. Parents/carers can only remove their children from the personal and social aspects of the curriculum (learning about respect and respectful relationships) and not the science curriculum which is compulsory (e.g. fertilisation).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risk
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Organisation of the Programme: Timetable allocation for PSHE teaching of which RSE is a component:
KS1 – 45 minutes per week KS2 1hour per week.

3. Roles and Responsibilities

Leadership

- Monitor and evaluate the SRE Policy within the context of the PSHE programme;
- Monitor the quality of teaching and learning related to sex and relationships education;
- Meet with parents/carers to share curriculum and resources.

PSHE Lead

- Develop and ensure that programmes of study cover the required knowledge and skill development related to SRE;
- Ensure that staff feel supported and have accurate subject knowledge to deliver the programme of study;
- Monitor the quality of teaching and learning;
- Ensure that the quality of resources are good or better and up dated regularly;
- Co-ordinate outside agencies to deliver appropriate and relevant topics and overseeing arrangements for the relocation of groups.

Teachers

- Have an accurate, up-to-date knowledge and understanding of the topics;
- Set learning objectives and review these within lessons/topics or themes and from lesson to lesson;
- Recognise the different needs of our pupils and set high standards for all learners;
- Plan effectively across and within the teaching sequence, demonstrating an awareness of the need for pace and variety;
- Plan lessons to support a diversity of learning styles;
- Help pupils to reflect on their own learning and identify the next steps for improvement;
- Reflect on and evaluate the effectiveness of their teaching and make changes where necessary;
- Create a classroom environment which is conducive to learning and ensure that students feel safe when discussing sensitive topics;
- Manage the use of support staff sensitively and effectively.

Support staff

- Support the class teachers in the delivery of the curriculum;
- Work flexibly with pupils, as directed by the teacher, taking into account their differing needs and chronological/development stages;

Parents' right to withdraw

Parents' have the right to withdraw their children from the **[non-statutory/non-science]** components of SRE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

Pupils

As well as the core agreed principles of the AST schools, pupils should, as they grow and mature, also be prepared to:

- Take an active interest in their learning;
- Reflect on their own learning by setting and reviewing any personal goals or next steps to help them achieve to the best of their ability;
- Develop their confidence in communicating ideas, questioning their own and others' ideas and evaluating the strengths of others opinions;
- Collaborate positively with other pupils and students;
- Be willing to accept support and encouragement from parents/carers/tutors/mentors/outside agencies and other staff;
- Accept that everyone learns in different ways and at different paces and that we should respect and build on these differences.

4. Training

We believe it is important that staff delivering the RSE programme work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective SRE lessons. Continuing professional development will be provided through a range of options: individual study and development/in-house CPD. The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff to further support the teaching of the RSE Programme.

Assessing & Monitoring the SRE Programme

The delivery of RSE is monitored by the PSHE Lead through:

Planning scrutiny, learning walks and through observation and written outcomes.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Formative assessment will be used throughout. Elements of SRE that form part the science curriculum will be assessed in accordance with NC requirements. The learning of other elements of SRE will be assessed as part of the overall PSHE programme. Assessment for learning strategies are adopted as whole school policy and help to track pupils' progress. Creative approaches are also used e.g. quizzes to assess knowledge; photographs; presentations; observations of group work, role play; repeated mind maps, draw and write and values continuum. Assessment methods will respond to the age and ability of the pupils.

The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes. This policy will be reviewed by the PSHE Lead in collaboration with the Senior Leadership Team.

5. Disseminating & Monitoring the SRE Policy

A copy of this policy will be supplied to all staff and included within the staff policy portfolio. A full copy will also be available to parents 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.

Appendix 1

The following statements are offered as illustrations of learning outcomes for SRE for each key stage. They can help schools plan work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and reflect the elements of the current non-statutory framework for PSHE. They complement and support the PSHE Curriculum Framework, the Key Stages 1 and 2 PSHE Schemes of Work and the Key Stages 3 and 4 Schemes of Work.

Those statements marked with an asterisk are part of the National Curriculum science requirements.

By the end of Key Stage 1 Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- * Identify and share their feelings with others
- Recognise safe and unsafe situations
- Be aware that their feelings and actions have impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- *That humans and animals can produce offspring and these grow into adults
- * The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are similar or different from others
- That they have some control over their actions and bodies
- The names of the main external parts of the body including agreed names for sexual parts
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on other people

By the end of Key Stage 2:**Pupils will be able to:**

- Express opinions, for example, about relationships and bullying
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively Identify adults they can trust and who they can ask for help Be self-confident in a wide range of situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves Balance the stresses of life in order to promote their own mental health and wellbeing and that of others
- See things from other people's viewpoints, for example, their parents and carers
- Discuss moral questions Listen to their friends, support them and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- * About the main stages of the human life cycle
- * That safe routines can stop the spread of viruses including HIV About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved Where individual families and groups can find help How the media impact on the forming of attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and their feelings of both bullies and victims
- Why being different can provoke bullying and why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- The diversity of lifestyles Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable

- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

Appendix 2 Progression between Science, PSHE and RSE

Year Group	Science Programme of Study –Statutory Requirements	PSHE Programme of Study	Relationships and Sex Education Programme of Study	Vocabulary
EYFS	<p>Understanding the world</p> <ul style="list-style-type: none"> • Children make observations of animals and plants and explain why some things occur and talk about changes. 	<p>PSED: Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Children play co-operatively, 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. (Statutory) <p>Ourselves and our families:</p> <ul style="list-style-type: none"> • Relationships • How we grow and the differences between what we can do as a baby and what we can do as school children. 	<p>Our lives:</p> <ul style="list-style-type: none"> • Our Day • Keeping ourselves clean • Families 	<p>Science:</p> <p>Head, arms, legs, knees, shoulders. Toes, stomach, bottom,</p> <p>PSED love, kindness, friendship, sharing, taking turns, family, mum, dad, sister, brother, guardian, carer</p>
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we decide how to feel?</p> <ul style="list-style-type: none"> • Change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends , new baby.) • Processes of growing from young to old and how people’s needs change. • Growing and changing and new opportunities and responsibilities that increased independence may bring. 	<p>Valuing differences and keeping safe:</p> <ul style="list-style-type: none"> • Differences between male and female • Personal space • Family differences 	<p>Change, grow, mature, feelings, emotions</p>

		<ul style="list-style-type: none"> • The names for the main parts of the body including the similarities and differences between boys and girls. • 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.) 		
Year 2	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grown into adults. (SHOULD include, reference to baby, toddler, child, teenager, adult.) • Describe the importance for humans to exercise, eat the right amount of different types of food and personal hygiene. 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we show our feelings?</p> <ul style="list-style-type: none"> • About change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new baby.) • Processes of growing from young to old and how people’s needs change. • Growing and changing and new opportunities and responsibilities that increased independence may bring. • The names for the main parts of the body the similarities and differences between boys and girls. • 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.) 	<p>Differences:</p> <ul style="list-style-type: none"> • Differences between boys and girls. • Differences between male and female. • Naming the body parts. 	<p>Science:</p> <p>Baby, toddler, child, teenager, adult</p> <p>PSHE / RSE:</p> <p>Boy, girl, gender, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care</p>
Year 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen routines can 	<p>Pupils should have the opportunity to learn about:</p> <p>What are the rules that keep us safe?</p> <ul style="list-style-type: none"> • change, including transition (between key stages and schools) loss, separation, divorce and bereavement. 	<p>Valuing differences and keeping safe:</p> <ul style="list-style-type: none"> • Differences between male and female • Personal space • Family differences 	<p>Science:</p> <p>Pollination, pollen, male, ovule, female, seed.</p>

	<p>reduce their spread.</p> <ul style="list-style-type: none"> • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including those between acquaintances, friends, relatives and Valuing differences and keeping safe: <ul style="list-style-type: none"> • Differences between male and female • Personal space • Family differences 	<ul style="list-style-type: none"> • • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To know what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. • • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 		<p>RSE / PSHE:</p> <p>Change, grow, mature, feelings, emotions, reproductive organ.</p>
<p>Year 4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule. 	<p>Pupils should have the opportunity to learn about:</p> <p>How do we grow and change?</p> <ul style="list-style-type: none"> • How their body will, and emotions may change, as they approach and move through puberty. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. • To be aware of different types of 	<p>Growing up:</p> <ul style="list-style-type: none"> • Growing and changing • What is puberty? • Puberty changes and reproduction 	<p>Science:</p> <p>Pollination, pollen, male, ovule, female, seed.</p> <p>RSE / PSHE:</p> <p>Puberty, change, grow, mature, Adam's apple, sweat, body odour,</p>

		relationships, including between acquaintances, friends, relatives and families. <ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable or unacceptable and how to respond 		
Year 5	Pupils should be taught: <ul style="list-style-type: none"> • Describe the changes as humans develop into old age, including puberty. • Living things and their habitats • Describe life processes 	Pupils should have the opportunity to learn about: <p>What choices help health?</p> <ul style="list-style-type: none"> • How their body will, and emotions may change, as they approach and move through puberty. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. 	Puberty: <ul style="list-style-type: none"> • Talking about puberty. • Male and female changes. • Puberty and hygiene. 	Science: <p>gestation, period, pregnancy, sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live, birth, gestation period</p> <p>PSHE / RSE:</p> <p>Puberty, change, grow, mature, genitals, vagina, penis, testicles, breasts, feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovaries, cervix, menstrual cycle, periods, Adam's</p>

				apple, scrotum, sperm, sweat, body odour, sanitary towel, tampon
Year 6	<p>Pupils should be taught Evolution and Inheritance:</p> <ul style="list-style-type: none"> • recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify • How animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Pupils should have the opportunity to learn about:</p> <p>How can we stay healthy?</p> <ul style="list-style-type: none"> • How their body will change and emotions may change as they approach and move through puberty. • About human reproduction. • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact <ul style="list-style-type: none"> • To recognise what makes a positive, healthy, relationship and develop skills to form and maintain positive and healthy relationships. • To be aware of different types of relationships, including between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond 	<p>Puberty, relationships and reproduction:</p> <ul style="list-style-type: none"> • Puberty and reproduction. • Understanding relationships. • Conception and pregnancy • Communicating in relationships 	<p>Science:</p> <p>Change, offspring, Characteristics, Variation, cross-breed, DNA, Chromosomes</p> <p>PSHE / RSE:</p> <p>Puberty, change, grow, mature, genitals, strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovaries, cervix, vagina, penis, testicles, sperm, conception, embryo, pregnant, birth</p>