



Morpeth First School

Learning Together, Growing Together

Morpeth First School
Relationships and Sex Education (RSE) Policy

Date: January 2020

Updated: October 2020

Date to be reviewed - September 2021

The policy can be accessed via the school website and within the school's network.

The Department for Education (DfE) has published guidance preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in secondary schools. Schools have been encouraged to adopt the new curriculum early from September 2019. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools. Schools that are ready to teach these subjects and have met the requirements set out in the statutory guidance, including those relating to engagement with parents and carers, are encouraged to begin delivering teaching from 1 September 2020, or whenever is practicable to do so within the first few weeks of the new school year. However, due to the ongoing Coronavirus pandemic, schools that are not ready to teach the new subjects, or are unable to adequately meet the requirements because of the challenging circumstances, should aim to start preparations to deliver the new curriculum as soon as possible and start teaching the new content by at least the start of the summer term 2021.

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why all primary age children will be taught Relationships and Health Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – the recent changes bring the content into the 21st century, so that it is relevant for your child.

In the meantime, schools and parents can refer to the latest guidance on the DfE's website: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance:

[Relationships and sex education \(RSE\) and health education](#)

Relationships, Sex and Health Education: Guides for Schools & Parents:

[Relationships, sex and health education: guides for parents](#)

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Section One:

Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

Consultation process:

This policy will be shared with staff and governors for consultation and be developed further by involved staff, governors, pupils and parent/carers:

Pupils: RSE is taught within PSHE – we carry out Draw and Write activities and ask, what do we know already and what do we want to find out? (before and after topics). This provides a baseline that supports development of our RSE programme.

Parent/Carers: Curriculum meetings, letters to parents & parent workshops.

Staff and Governors: training; discussion at meetings; working party; audit of RSE and its policy.

Definition of RSE:

RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively (see PSHE Association).

Roles and responsibilities in school:

The members of staff responsible for the coordination, development, monitoring and evaluation of RSE are: Samantha Robinson & Laura Taylor (PSHE Subject Leaders). The governor/committee who has oversight is Bryony Roff.

Staff continuing professional development

Staff development is supported at Morpeth First School via a range of means. These include adopting the Jigsaw PSHE Scheme and teaching RSE through their PSHE lessons. Staff meetings are delivered as well as other meetings that support the well-being of staff and pupils. Teachers are provided with support and guidance from the LEA Advisors and from within school by their middle leader.

RSE and Safeguarding

At Morpeth First School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm. RSE lessons are embedded as part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe.
- Understand potential dangers they could face.
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk.
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm.
- Know when and who to ask for help when needed.

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. If what is disclosed indicates that a pupil is at risk of harm, staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) or deputies;

Nadine Fielding (Head teacher)

Sandra Bell (Deputy Head)

Sarah White

Samantha Robinson.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they disclose anything that indicates that they may be at risk from harm then this information has to be passed on. In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers, when working in the classroom, are bound by the same conditions and must pass on any information they feel needs responding to, via the member of staff present.

Working with parents and carers

Parents and carers have an especially important role to play in RSE at Morpeth First School. They will become involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Curriculum meetings- for parents to discuss any issues.
- Information in newsletters and on the school website.
- Coffee mornings for parents to discuss any issues.
- Assemblies where parents can gain an insight into what is taught within the curriculum.
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The right to withdraw your child

If parents approach the school to withdraw their child from RSE they will be shown the RSE policy, informed of what the National Curriculum content is and what curriculum content their child can be withdrawn from.

At Morpeth First School we do not teach all areas of sex education as it is not compulsory for first school children. The only part of sex education that we teach is the key vocabulary for body parts e.g. penis, testicles, vagina.

If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom or by children at other times. **Parents should also be aware that children can only be withdrawn from sex education lessons where the content is not covered within the science curriculum. They can not withdraw their child from relationships education as this is considered compulsory for children of all ages.**

Section two

Relationships and sex education within PSHE

RSE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed. *Please click the link at the end of this policy for further information on year group content.*

Establishing a safe and supportive environment

Boundaries for discussion and confidentiality are discussed before the lessons begin. Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn. Distancing techniques (e.g. role play, third person case studies and a worry monster) are used when teaching sensitive issues.

Good practice in teaching and learning

Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by our PSHE scheme - JIGSAW. Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.

RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships.

Teachers of RSE agree to work within the school's framework for RSE as described in this policy.

Teacher's personal beliefs, values and attitudes will not affect their teaching of RSE.

Things to consider:

- Staff approach RSE sensitively, as pupils are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes.
- RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RSE and the school's inclusion policy.

The RSE curriculum

Relationship teaching and learning is embedded in daily practice (through our school values such as keeping ourselves and each other safe). The RSE curriculum is organised as follows:

- Explicitly taught in years 1, 2, 3 and 4 every Monday, in line with our behaviour policy.
- Use the JIGSAW scheme of work (Updated inline with the July 2019 statutory guidance).
- Mixed sex classes.
- Worry Monsters are used should children want to write something down that they are worried about before/after PSHE sessions and do not feel comfortable or confident enough to say in front of the class.
- Teachers consider the age and maturity of the pupils when answering questions and how they relate to the intended learning for the class
- There are options on how to answer a question (answer to the whole class/individual child after the lesson/refer the question to be answered at home).
- Teachers need to ensure children understand that some issues may not be kept in confidence if the child is at risk.
- Teachers need to be mindful of the school's safeguarding procedures and will follow them if anything is disclosed.

Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum.

Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. Visitors may include; the school nurse, Thriving Minds, the Operation Encompass team, NSPCC- Staying Safe and Local Community Support Officers. Staff have also had training on safeguarding pupils, including areas such as Prevent and FGM.

How we brief visitors : Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives.

We assess pupil progress through a best fit approach by looking at:

- Class floor books
- Written or oral assignments
- Quizzes
- Photographs
- Childrens' behaviours & interactions
- Pupil reflective assessment sheets at the end of each topic to enable them to reflect on their own learning, progress and next steps
- Work in their PSHE/RSE folders
- An online assessment record and tracker which provides an average grade for our end of year assessments.

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator (S Robinson) is responsible for monitoring and evaluation of RSE.

Methods used include:

- feedback on lessons.
- what individual teachers added to or deleted from the lesson content.
- pupils completing end of unit displays.
- PSHE work monitoring (class floor books and individual folders of work).
- Annual PSHE review - looking at end of year data and reviewing progress from the previous year.
- How RSE is taught as a thread throughout the curriculum in line with statutory guidance.
- Is each year groups delivery of the units sequential and progressive from the previous year in line with the JIGSAW lessons plans and scheme of work.
- What impact is PSHE & RSE having on the children?

Section 3

Primary Statutory Guidance & Curriculum Coverage:

What will PSHE and RSE in the Morpeth Partnership look like?

Our curriculum objectives have been taken from the most recent statutory guidance from the DfE. Please follow the link below if you would like to view this document; [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Relationships:

Families and people who care for me:

Pupils in the Morpeth Partnership 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 in the Morpeth Partnership 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 in the Morpeth Partnership 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 in the Morpeth Partnership 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 in the Morpeth Partnership 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

Health & Wellbeing;

Mental Wellbeing:

Pupils in the Morpeth Partnership should know:

- 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 hobbies and interests.
- 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 recognising 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 & Harms:

Pupils in the Morpeth Partnership should know:

- 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 7 Fitness:

Pupils in the Morpeth Partnership should know:

- 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).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating:

Pupils in the Morpeth Partnership should know:

- 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 & Tobacco:

Pupils in the Morpeth Partnership should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health & Prevention:

Pupils in the Morpeth Partnership should know:

- 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 allergies, immunisation and vaccination.

Basic First Aid:

Pupils in the Morpeth Partnership should know:

- 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:

Pupils in the Morpeth Partnership should know:

- 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.

Living in the modern world; Economic well being and being a responsible citizen:

Pupils in the Morpeth Partnership should know:

- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive and positive member of a diverse community
- About the importance of respecting and protecting the environment
- Where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise
- how to manage transition to increasingly independent living
- how to identify and access help, advice and support including in new settings and situations.

To view the content overview for each age group in Morpeth First school, please follow the link below to our school website where you can view the knowledge organisers and curriculum mapping documents.

(Insert link to new website pages once completed)