

Viking Academy Trust



RSE 2020-2021

Ramsgate Arts Primary School

This RSE policy for Ramsgate Arts Primary School has been written after consultation with staff.

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Signed



Chair of Trust



Ramsgate Arts Primary School



Ramsgate Arts Primary School

Relationships and Sex Education (RSE) at Ramsgate Arts Primary School

What is Relationships and Sex Education?

Relationships and Sex education (or RSE) refers to learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health¹.

RSE lessons are not about the promotion of sexual activity.

Is RSE the same as Relationships Education or Health Education?

RSE is different to 'Relationships Education', which focuses mainly on recognising, understanding and developing positive and healthy relationships. It is also different to 'Health Education', which focuses mainly on mental and physical wellbeing.

The teaching of both Relationships Education and Health Education is compulsory for all schools.

For primary schools, RSE is not compulsory, but is strongly advised by the DfE. This means that schools should decide what to teach in relation to Relationships and Sex Education (RSE) in consideration of the pupils at their school.

Please note that all schools must teach science. Some science lessons cover some of the biological elements of Relationships and Sex Education. To read more about this, see the 'Science and RSE at Ramsgate Arts Primary School' section of this document below.

Science and RSE at Ramsgate Arts Primary School

At Ramsgate Arts Primary School, biological elements of RSE are taught through statutory science lessons. The class teacher teaches these science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes. The table below details what is explicitly taught in each year group during science lessons.

Year	Statutory National curriculum science content that relates to RSE
1	<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 each sense.
2	<ul style="list-style-type: none">○ notice that animals, including humans, have offspring which grow into adults○ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)○ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
3	<ul style="list-style-type: none">○ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat○ identify that humans and some other animals have skeletons and muscles for support, protection and movement
4	<ul style="list-style-type: none">○ describe the simple functions of the basic parts of the digestive system in humans○ identify the different types of teeth in humans and their simple functions
5	<ul style="list-style-type: none">○ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird○ describe the life process of reproduction in some plants and animals○ describe the changes as humans develop to old age
6	<ul style="list-style-type: none">○ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals○ give reasons for classifying plants and animals based on specific characteristics○ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood○ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function○ describe the ways in which nutrients and water are transported within animals, including humans○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

¹ <https://www.sexeducationforum.org.uk>



Ramsgate Arts Primary School

What other elements of RSE are taught at Ramsgate Arts Primary School?

As well as teaching science content at Ramsgate Arts Primary School, we also provide additional RSE lessons to year 6 pupils. These elements are non-statutory.

The content of these lessons includes:

- o knowing the names and functions of body parts
- o identifying what areas of the body are private and how to say no
- o puberty and the changing body (including menstruation and voice breaking)
- o Emotions related to the changing body and puberty
- o sexual feelings and sexual intercourse
- o consent and legalities surrounding sex
- o conception through sexual intercourse or IVF
- o how babies develop and are born
- o how people can get diseases from sex and how they can be prevented
- o who they can talk to if they want help or advice and information about puberty and sex

Why are additional RSE lessons taught to year 6 pupils at Ramsgate Arts Primary School?

Providing additional RSE lessons is about helping pupils feel knowledgeable and prepared for the next stages of their lives. In order for pupils to feel confident about relationships and sex, preparedness should come *before* physical and emotional changes and developments that occur.

RSE aims to provide pupils with accurate, factual and reliable information to help them feel ready for a safe and happy future. It offers them the opportunity to ask questions and to express their feelings in a safe and factual environment.

How are additional RSE lessons taught to year 6?

Building safe and respectful learning environments during RSE is vital for its success. For that reason, ground rules are shared at the start of each RSE lesson. The ground rules are as follows:

- o Remain respectful at all times.
- o No one (teacher or pupil) will have to answer a personal question.
- o No one will be forced to take part in a discussion.
- o The correct names for body parts will be used.
- o Meanings of words will be explained in a sensible and factual way.
- o Think about what information is private, and how to protect your own and others' privacy.
- o If an adult is worried about a child's safety, they may need to share information with someone else.
- o Asking questions is okay, but make sure they are not personal questions.

RSE lessons are usually taught towards the end of the academic year in year six. In some cases, lessons are taught to a mixed group of boys and girls. In some cases, lessons are taught to separated boy and girl groups. A familiar teacher always teaches RSE lessons. The class teacher usually teaches lessons, however, in some cases, class teachers from different year groups might teach RSE sessions. Before RSE lessons in year six are taught, parents will have the chance to attend a meeting led by the class teacher to discuss and observe the content of the lessons to be covered. If you are concerned about your child taking part in RSE lessons, you can discuss concerns with the class teacher. Parents and carers have the right to withdraw their children from RSE lessons. Read more about this in the 'How do I withdraw my child from RSE lessons?' section found later in this guidance.



Ramsgate Arts Primary School

Isn't Relationships and Sex Education about more than the physical aspects?

Absolutely. That's why, underpinning the teaching of RSE, we provide the vital teaching of Relationships Education and Health Education. At RAPS, our Relationships Education and Health Education programmes offer a broad and progressive set of lessons using statutory learning objectives set out by the DfE. These lessons are taught to every year group as part of our PSHE. These lessons cover the teaching of 'attitudes and values' and 'personal and social skills' relating to Relationships and Health Education. RSE covers the 'knowledge and understanding' aspects.

Details of each lesson objective covered across the school can be found on our website under PSHE section of our website.

Will pupils be taught about same-sex relationships?

Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this.

Throughout their time at Ramsgate Arts Primary School, pupils are taught to understand a diverse range of people and their lives. They are taught to be respectful of others and to be accepting of other people's views and preferences. At RAPS, we include age-appropriate teaching about different types of relationships in the context of the law. This is delivered, for example, through teaching about different types of family, including those with same sex parents.

Does the new Relationships Education and RSE curriculum take account of my faith?

- The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.
- At RAPS, when teaching these subjects, the religious background of pupils is taken into account when planning teaching, so that topics are appropriately handled. If you have any concerns, please speak with your child's class teacher, the PSHE lead or a member of SLT.

What about pupils with SEND?

It is not the school's policy to withdraw pupils with special educational needs from RSE. It is our aim that, as far as is appropriate, pupils with special educational needs should follow the same RSE programme as other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases, the content or delivery will have to be adapted. Class teachers work with individual pupils where required, and if appropriate.

How will the school deal with any bullying or discrimination?

Prejudice or discrimination are not tolerated. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. As a school, we are able to deal with any bullying or discriminations that might stem from RSE lessons by:

- ensuring that our teachers are astute to any bullying or discrimination that might occur
- providing clear and communicated ground rules before lessons and discussions
- providing worry boxes for pupils to use at their will
- developing rapport and trust with pupils so that they have someone to talk to
- teaching and drawing upon the core and British values that aim to combat discrimination (e.g. diversity, individual liberty, mutual respect and tolerance)
- following behaviour sanctions procedures and following the school's anti-bullying policy



Ramsgate Arts Primary School

How is the provision for Relationships and Sex Education monitored and evaluated?

Monitoring:

RSE at RAPS is firstly monitored through ensuring that all teachers understand what is to be taught in RSE sessions and why. Ensuring teachers feel confident and competent to teach RSE, through staff training and ongoing support opportunities, means that lessons will be taught effectively. To ensure that the programme is being taught as planned, SLT/PSHE leads engage in ongoing discussions and monitoring around the teaching and learning of RSE. As part of the monitoring cycle, RSE policies are checked annually, with any amendments or updates being made.

Evaluation

The evaluation of RAPS' RSE offer is through the exploration and assessment of pupil's work and outcomes. Through the evaluation process we ask the following questions of our RSE programme:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Responses to these questions are gathered through staff and pupil feedback sessions.

Assessment

Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Assessments are made by the class teacher through:

- Pupils responses to questions and content
- Pupils' work and outcomes
- Pupils own questions

Assessment for learning is built into the learning cycle and encourages the pupil to participate actively in the learning process.



Ramsgate Arts Primary School

What role do parents play?

At Ramsgate Arts Primary School, we want to work partnership with parents and carers. That is why we consult parents and carers on the content of RSE teaching. Parents and carers need to know that any RSE lessons will complement and support their role as parents and that they can be actively involved in the determination of the school's policy if they so wish to be. If parents or carers have views or comments about the school's RSE lessons, these are of course welcomed.

All information about RSE can be found in this document, which is accessible on our website. If parents or carers have additional questions, they are invited to ask these.

What other roles and responsibilities are there for RSE?

Governors, senior leaders and subject leaders are responsible for ensuring that the content laid out by the DFE is taught effectively.

It is the role of the teachers to ensure they teach RSE as outlined in this policy and through their training. If a member of staff becomes concerned about a child in any way during the teaching of RSE, this is reported to the DSL who manages concerns according to the safeguarding policy. In advance to teaching any RSE content (that falls outside of the PSHE, Relationships Education, Health Education or science curriculum) teachers must inform parents of this content. It is the role of the parents/carers to keep well-informed about the school's policy and communicate with staff regarding any concerns, suggestions or to discuss the right to withdraw. It is the role of the Head of School to ensure that all staff approach and teach RSE as outlined in this policy and in line with the school ethos.

How do I withdraw my child from RSE lessons?

Parents and carers have the right to withdraw their child from RSE lessons. Please note, this does not include withdrawal from statutory science lessons that relate to RSE. Unless parents opt-out of RSE lessons, all pupils will take part.

If parents or carers decide that their child should not take part in RSE lessons, they should communicate this with the school directly. In this instance, a meeting with the Head of School will be held to discuss parents' options regarding withdrawal from RSE lessons. If a child is withdrawn from RSE lessons, we will ensure that we make alternative arrangements for them during the lesson times.

Where can I find further resources or advice about RSE?

You are welcome to speak with your child's class teacher or our PSHE lead about RSE. Alternatively, explore these websites for more information:

- <https://www.sexeducationforum.org.uk>
- <https://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/>
- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>