

St Lawrence CE Primary School



Relationships and Sex Education Policy

Revised: October 2020

Consultation with staff and Governors

and adoption of policy: Autumn Term 2020

Review date: Autumn Term 2021

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

In this document, Sex education is defined as **'learning about physical, moral and emotional development. It is about understanding 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'**.

Relationships and Sex Education is part of the Personal, Social and Health Education curriculum in our school. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully. While we use Relationships and Sex Education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation. We place the emphasis on relationships and supporting pupils understanding and skill in developing positive and healthy relationships.

As part of our focus on Christian values and our chosen key 5 guiding principles, this policy reflects the Christian foundation of the school and its ethos, whilst enabling pupils to respect and understand that families can take many forms, as can loving, supportive relationships.

Definition

Ofsted 2002 recommendations have informed our policy and practice, in particular: 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'.

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development'. Our policy for Relationship and Sex Education is written in accordance with this philosophy.

Policy development and consultation

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Local Authority recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Behaviour, Anti Bullying, Curriculum (PSHE and Citizenship and Science), Equalities and Accessibility Plan

This policy has been developed in consultation with pupils, staff, governors and/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community. All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Whole School Approach - Planning for Relationships and Sex Education

The School recognises that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection Policy.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Organisation

The main delivery of Relationship Education is through the Cambridgeshire Primary Personal Programme and the resources recommended within it but some aspects are also taught through other subject areas such as science and PE. It is taught by the class teacher, and where possible other members of staff to provide a gender balance, whenever possible. Work in single and mixed gender groups and small groups will be used based on learning and developmental need.

Our Relationships Education Curriculum (see appendix 1 for unit example) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety

For the Relationships and Sex Education element of the curriculum, we use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This is an award-winning programme with the quality kite mark from the PSHÉ Association. It is based upon national good practice criteria and Shropshire young people's priorities (Appendix 2) This programme has age appropriate lessons and resources for each year group and key stage (Appendix 3) This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections: Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum. In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key

Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix 3.)

Aims

RSE in our school is part of the Personal, Social and Health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

To provide a planned, age appropriate scheme of work, designed to capitalise on the fascination and interest that children have about themselves, their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

Our Scheme of work aims to:

- To understand and accept the value and diversity of family life, the implications of parenthood and the need for the proper care of all young things
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice.
- Promote equal opportunities for all
- Help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes

- Counteract misleading folklore, myth, playground rumours and false assumptions
- Keep safe in an online world

Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used. From time to time the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit. We will also use a class record book to record whole class discussions and group work in PSHE.

Equal Opportunities

At St Lawrence CE Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation). As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding/Child Protection

The Child Protection procedures as laid down by the Local Authority will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

Pupils with SEND are fully included in all RSE lessons and suitable adaptations are made to ensure they access the knowledge and secure their understanding. Their parents / carers will be consulted.

Home-school Partnership

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It's hoped that the school curriculum and ethos of the school complements and enhances home teaching & values, giving regard to the value of family life & loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with form teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the head teacher.

Role of Head Teacher

It is the responsibility of the head to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

Monitoring and review

The governing body monitors and reviews our Relationship and Sex Education policy on a regular basis. These findings and recommendations are reported to the full governing body, as necessary, if the policy needs modification.

The Governors give serious consideration to any comments from parents about the Relationship and Sex education programme and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated in consultation with the whole school community and approved by Governors .It will be reviewed _____.

Written _____

Reviewed and amended _____ Review date _____

- Appendix 1** Cambridgeshire Personal Development Example Unit
- Appendix 2** Telford RSE good practice charter
- Appendix 3** Overview of RSE scheme of work
- Appendix 4** DfE KS2 Learning Outcomes
- Appendix 5** Sample letter to parents
- Appendix 6** DfE FAQ

Appendix 1 Example of Unit Plan for Y5/6



Cambridgeshire Primary Personal Development Programme
Myself and My Relationships 14 BB 5/6 Beginning and Belonging

KS2 • Years 5/6

Unit Context



Children and families experience, for a variety of reasons, an increasing level of mobility in their lives. Many schools and classrooms will include new arrivals from other countries, children from forced families, children from refugee

and asylum seeking families, Travellers, and children who have moved because a parent's job has changed or because of family change, for example. Also, in Year 6, most children will soon experience the transition to secondary school. Therefore, they will experience being new in a situation, and the emotions aroused by that context. This unit is designed to sit alongside the SEAL New Beginnings materials.

Unit Description

In this unit, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.

Notes for Staff

Throughout this unit, it is important to be sensitive to children in the class who are currently experiencing being in a new situation, either in or out of school. Of course, if this unit is being delivered at the start of the school year, some things, such as a new teacher and a new classroom, will probably be new for the whole class. For some children, in addition to this, they may have moved home or school, may be in a new family situation or could be new to the country. Some children may feel confident enough to share their experiences with the class, but ground rules need to be reinforced that include the right not to share with the class things they would prefer to keep private.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 3.1 The Circle of Feelings could be used to assess the range of emotions children can identify that they might experience in new situations.

Activity 6.5 The Toolkit could be used to assess the strategies the children have learned for accessing support.

Out of School Learning

Learning Objective 5 - Ask the children to talk with people at home about situations they have experienced when they were 'new' (e.g. moving house, starting a new job), how they felt and what helped them to cope. The children can bring these ideas into school to feed into the ideas for the board game. They could also have discussions at home, following these activities, about how they and their parents / carers can work together to help them manage the transition to secondary school.

Learning Expectations

At the end of this unit most pupils will:

- be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.
- know the names of everyone in their class and be able to build new relationships.
- know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.
- be able to identify a range of people in their Support Networks, and know how to access help and support.
- have ideas for making new people feel welcome, and be able to offer support to others who need help.

Some pupils will not have made so much progress and will:

- be able, with support, to contribute ideas about what makes the classroom a safe and happy place to learn.
- know the names of everyone in their class, and have some strategies for building new relationships.
- be able to identify some emotions they might feel in a new situation, and may need support to develop some strategies for managing those emotions.
- be able to identify people in their support network, and have learned some approaches they can use to ask for help.
- have some ideas for making new people feel welcome.

Some pupils will have progressed further and will:

- be able to collaborate with others and sometimes lead discussions about what makes the classroom a safe and happy place to learn.
- know everyone in their class, be able to build new relationships, and support others in doing so.
- know how it feels to be in a new situation in a wide range of different contexts, and have a range of strategies for managing those emotions.
- be able to identify a range of people in their support networks, and know how to access help and support in different ways, depending on the source of support.
- know how to make new people feel welcome, and how best to support those who might need help.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol. See Notes for Staff above.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

RR 5/6 Rights, Rules and Responsibilities

WT 5/6 Working Together

ME 5/6 My Emotions

MC 5/6 Managing Change



Section A - Making the classroom safe

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.	To be able to: <ul style="list-style-type: none"> contribute ideas for what makes the classroom safe and happy work with other children to share ideas give examples of behaviour that illustrates the ground rules 	1.1 Talk with the children about the sort of place they want and need their classroom to be. (How can we make it a place where people can learn happily and safely?) Develop a class Wiki or online discussion forum to collect children's ideas about behaviour that would help everyone to feel happy and safe and to learn. Children could contribute to this over time.	<ul style="list-style-type: none"> If SEAL is being used in school, and a class charter has been developed with the children, this will cover this learning objective. See SEAL New Beginnings Year 5-6 (Green). The children could also consider what they want their virtual classroom to be like, if they have one. Instructions for developing a Wiki can be found in the ICT activities in the Teaching Guidance. Alternatively this could be done through a class brainstorm. If the school has a set of values, these can also be explored with the children using some of these activities.
		1.2 In randomly mixed groups of four, ask the children to list up to six ground rules that would help the class to work effectively and to feel happy and safe together. Ask them to combine with another group to share their ideas and to try to agree on six rules between them all in the new larger group. Share these as a whole class and agree a class set of rules.	<ul style="list-style-type: none"> Ideas for Group Mixing are also included in the Teaching Guidance.
		1.3 Lend the children, in pairs, a digital camera for the day. Ask them to take photographs of any examples they see happening in the class, around the school or in the playground of people in their class following the rules. You could give each pair a specific ground rule to look out for, for example <i>We will show respect for each other</i> or <i>We will work and play as safely as possible</i> . Share the photographs on the whiteboard, and make a class display of the ground rules, with illustrations of what it looks like when the children are following them.	<ul style="list-style-type: none"> If your school has a set of school rules, they can be used as a starting point for developing a more detailed set of ground rules for the class. There are alternative ideas for the development of class Ground Rules in the Teaching Guidance, and in unit RR 5/6 Rights, Rules and Responsibilities. It would also be helpful to refer to the idea of rights as a basis for ground rules here. Again, this is covered in the same unit. They could also film examples of children following the rules – this could be made into an Interactive Display viewable on a digital frame. The Ground Rules need to be positive statements about behaviour we do want to see, not what we don't want. For use of Cameras, see the Teaching Guidance.


Relationships and Sex Education Policy

Section B - Building Relationships			
Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>2. To develop strategies for building collaborative relationships within the class and the school.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know the names of everyone in the class • listen to and show an interest in what someone else is sharing • work cooperatively with anyone in the class • explain what helps me to learn in class 	<p>2.1 Play the name game 'Zombies'. The children stand in a circle. Stand in the middle and walk towards one child (holding eye contact with them) with your arms stretched out in front of you. If you touch the child you are walking towards lightly on the shoulders, they become the new 'Zombie'. The child being approached can save themselves by calling out the name of another child in the circle and looking at them before the Zombie touches them on the shoulder. The Zombie then turns and walks towards that person instead, who then has to call the name of someone else in time, or they become the Zombie.</p>	<ul style="list-style-type: none"> • It is important that all the children in the class know each other and can work together. It is valuable in PSHE to use random groupings wherever possible, particularly as children are often working in ability groups in other subjects, and they need to learn to be able to work with anyone in the class. Suggested activities for randomly grouping children are explained in Group Mixing in the Teaching Guidance. • Rounds and activities such as these enable children to hear about what each other do and are interested in when they are not in school. It helps to build up relationships in the class if you do this on a regular basis. See Rounds in the Teaching Guidance. • Encourage the children to think about a range of interests that could be included here. It might be a sport, but could also be a holiday they have enjoyed, or place where they like to be, things they like to do with their family, a club they belong to or an instrument they play for example. • There are more activities for developing group work skills, including listening, in Unit WT 5/6 Working Together. • An explanation of the Carousel discussion technique can be found in the Teaching Guidance.
		<p>2.2 In Circle Time, use a round such as <i>Bad news, Good news</i> (where children can share one piece of bad news, one piece of good news), and can 'pass' on either or both.</p>	
		<p>2.3 Again in the circle, ask the children in turns to say their name and, as they do, to step forward and do a mime that represents something they are interested in or like doing (<i>this could be a sport, or an artistic activity, or watching TV or reading, playing with a pet etc.</i>). The other children have to guess what activity or interest the child is miming.</p> <p>This can be further developed by asking the children, in the circle, to name someone else in the class, and to mime the interest which that person has shared. It is then the turn of the person they have just named to choose someone else.</p>	
		<p>2.4 Ask the children to sit in a 'carousel' (two circles, one inside the other, each child sitting opposite a partner with the inner circle facing outwards and the outer circle facing inwards). Ask them to take it in turns to talk with their partner about an interest they have or something they enjoy doing. The partner has to listen and then report back to the class two key facts from what the other person has told them.</p>	

Relationships and Sex Education Policy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>Ask one of the circles to rotate one or two places in one direction, so that children are sitting opposite a <i>new</i> partner. Now ask the children to take it in turns to talk about things they like about this school. Again, the partner listens and reports back two key facts from what the other child said.</p> <p>Rotate the other circle in the other direction so that children have a third partner. This time, ask them to talk about things that happen in class that help them to learn. Again, share ideas from each pair, and make a class list (which may cross over with the class ground rules) of what they need from themselves, each other and adults in class to help them to be able to learn effectively.</p>	<ul style="list-style-type: none"> It is important to keep revisiting both the ground rules and the list of 'what helps us to learn', in the light of actual experience. This enables them to stay 'live' and to reflect what really happens in class.

Section C - Coping with new situations

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>3. To recognise, for themselves and for others, the emotions involved in being in a new situation.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> list a range of new situations I or someone I know might find themselves in name feelings I or someone else might experience when we are in a new situation show empathy for people different from me who are in a new situation describe or show approaches to making a new person feel welcome 	<p>3.1 Ask the children to think about a time when they have been 'new' anywhere, for example <i>starting school, moving to a new home, starting a new club, joining a new family</i>. Ask them, individually, to complete a Circle of Feelings by putting a circle in the middle of their page (with 'feeling new' written in the centre) and writing around it any feelings they may have experienced. You could use a book, such as Coming to England to consider the emotions a character experiences when they are new. Complete as a class a Circle of Feelings for Floella in the book. A</p> <p>3.2 Ask the children, in pairs, to share an example of a situation when they have been new, and to share some of the emotions they experienced. As a class, make two lists – one of the new situations children have experienced, and the other of the range of emotions they have felt. Draw out the fact that not all emotions in a new situation will be negative – for example, they might feel pleased or excited.</p>	<div style="display: flex; align-items: flex-start;">  <p>Be sensitive to the feelings of anybody who has recently started new in the school, including those who are newly arrived in the country and Travellers, for example. Be prepared for children who have experienced significant losses in their lives to make the links here too.</p> <p>Coming to England by Floella Benjamin is her account of her arrival in England from Trinidad in the 1960s. Discuss with the children how they think it might compare with the experience of someone arriving new to the country today.</p> <ul style="list-style-type: none"> See Circle of Feelings in the Teaching Guidance. </div>

Relationships and Sex Education Policy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.3 Ask the children to draw and write under two headings – what is helpful in a new situation in terms of people’s behaviour etc. e.g. <i>people smiling and introducing themselves</i>, and what is not helpful e.g. <i>not knowing where to go, or people ignoring you</i>. Group children into threes, and give each group a situation, such as <i>someone who does not speak English arriving new in school and being brought to their classroom</i>, <i>a younger new child sitting on their own in the playground</i>, <i>a new child joining football club</i>, <i>a Traveller child who has been away for a few months coming back into the class</i>, <i>a new foster child coming to live with their next door neighbour</i>. Ask the children to practise, through role plays, making a new person feel welcome. Record the role plays with a video camera, then play them back. Ask the children to watch to see what emotions they think are being expressed, and then to add to the lists of what is helpful and what is unhelpful based on examples shown through the role plays.</p>	<ul style="list-style-type: none"> • Remind the children about the ground rules, which should include, for PSHE, one about the right to pass if they choose (i.e. they do not have to share with the whole class something they discussed with a partner that they would prefer not to). • This is an opportunity to reinforce SEAL strategies of using the Emotional Barometer (to work out how strong an emotion is), Ways to Calm Down and Problem Solving process. You could work through these for an imaginary child in relation to one of the situations listed. • This also links with Unit MC 5/6 Managing Change and the ‘Changes’ theme in SEAL (including family change and bereavement, which in themselves lead to children experiencing new situations). It could also be helpful for children in Year 6 to make the link with moving to secondary school, when they will all experience new situations. • You could use Puppets or Persona dolls (see Teaching Guidance) to explore these approaches as an alternative to role play. • Some IWB software, such as SMARTboard, will allow you to play back a video and capture stills. This would be a useful thing to do here. • Include situations in and out of school, as, at this age, children will be experiencing an increasing range of contexts where they meet new people.

Relationships and Sex Education Policy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To know how to make new people feel welcome, in a range of situations in and out of school.</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • know and understand a range of reasons why people might arrive new to school • describe how it would feel to be new in the school or in another situation • identify what is important for new people to know about the school • describe aspects of the school in a way that will help a new person • explain approaches to making someone feel welcome in a different context, e.g. a club 	<p>4.1 Ask the children to list the reasons why somebody might be arriving new in school. These might include: <i>because they have moved to the area, because they were not happy at their last school, because their family moves around and lives in different places, because they have recently arrived in this country, because they are refugees from another country.</i> Read the book The Colour of Home, then discuss with the children the experience of a child and family who arrive new in this country from Somalia. Refer back to activities 3.1, 3.2 and 3.3, and ask the children whether they think Hassan will have experienced any extra or different feelings to them about being in a new situation because living in Britain is so different for him from his previous experience, as well as arriving at a new school. As he is a younger child, the children could be asked for ideas about how they could help new children in younger classes.</p> <p>4.2 Drawing on their experience of reflecting on what it felt like to be in a new situation, ask the children to consider what it is like for anybody who arrives new in their school and their class.</p> <p>Ask the children if anyone has visited a museum, gallery or other attraction where they have been able to hire headphones or a handset which takes them on a tour (or they may have been on a virtual tour somewhere). In small groups, ask them to plan a speaking tour of the school. Different groups could be given different areas of the school to describe, or different times of the day they would want to explain about, for example before school, during lesson times, or at lunch times. You might focus on particular lessons, such as PE (including changing procedures) or Maths or English if they move to different rooms. You could also allocate to the groups an audience of a different age group, for example one group could focus on lunch times for a child in Reception, and another group could focus on lunch times for someone in Key Stage 2. First they need to go around the school and make notes about what they think would be important for someone new to find out. Then they compile a script for the tour. If a talking photo album is to be used, they might take pictures or video clips of key areas and events that might take place there. They then compile their 'tour' in whatever form it is to be recorded.</p>	<ul style="list-style-type: none"> • Again, encourage the children to consider the needs of those who are new to the country and/or do not speak English. • This is an opportunity to introduce or explore reasons why people might migrate between countries or why they might need to seek asylum. • The book The Colour of Home is written for younger children, but would provide an opportunity to discuss an example of an experience of refugees or asylum seekers. <ul style="list-style-type: none"> • Electronic resources, including Audio Recording Devices such as an Easispeak MP3 recorder, a talking-point machine, a talking photo album or a Podcast could be used to record the school tour. These are explained further in the Teaching Guidance. • Children could conduct research by interviewing children in the school who have arrived recently to ask them what was important to know. Encourage them to think about all areas including toilets, the entrance to the school, all outdoor areas etc. • Consider whether the 'talking tours' the children develop could also be used with parents/carers or other visitors to the school. If appropriate, consider supporting the children to develop 'talking tours' in different languages.

Relationships and Sex Education Policy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.3 Develop with the class a short list of feedback questions which covers what is important to find out in making the tour helpful (for example, <i>would you know what you were expected to do from the information given? Would you feel happier and more comfortable if you had this information?</i>). Then ask each group to join with another group and to try their 'tour' out with them. They then feed back to each other their responses to the agreed questions. The group then amends their recording according to the feedback, and a whole class or school 'tour' is compiled.</p> <p>4.4 Discuss with the children how they could apply what they have learned and their ideas to helping someone who arrives new in their neighbourhood or in a club they attend, for example.</p>	
5. To develop strategies for themselves for coping with new situations.	<p>To be able to:</p> <ul style="list-style-type: none"> • describe some of the challenges they might experience in a new situation • share ideas of strategies they have already used when they have been in a new situation • know and understand some new approaches they themselves could use in a new situation 	<p>5.1 In groups of 3 or 4, ask the children to design a board game about being in a new situation. Give each group a situation, e.g. <i>being new in this school, joining new clubs, starting at secondary school, moving to a new area, going on a residential visit for the first time</i>. Squares on the board could represent places they experience or people they come into contact with, and could include decisions they have to make in those situations. The board could also include squares on which they pick up a card. The cards could give instructions such as 'you offered to sit with someone at lunch time – move forward 2 spaces', 'you smiled and said hello to 4 people you didn't know – move forward 2 spaces', or 'you forgot to pack your toothbrush – move back 1 space'. Ensure the children understand this learning objective, and that the purpose of the board game, for those playing it, is to help them identify and develop strategies for coping with new situations. When the game has been drafted, they could try it out on another group, and then modify it based on the feedback they receive.</p> <p>5.2 Share as a class the strategies that the children have developed for coping with new situations through making or playing the board games. These could be collected in a generic list, or under headings of the different situations. These could be added to during the year, for example, when transition to secondary school comes closer.</p>	<ul style="list-style-type: none"> • This can be drawn out on a large sheet of paper, designed electronically using the Board Game template, for example, or made from card, wood etc in a design technology activity • Again, there is a link here to SEAL strategies, including the Emotional Barometer, Ways to Calm Down and Problem Solving process.

Appendix 2

Telford Young People's Good Practice Charter for RSE (Shropshire Respect Yourself)

The infographic is titled "Shropshire Young People's Charter for Good Relationship and Sex Education" and features the Shropshire Council logo in the top right corner. It is divided into two main sections: "We have the right to:" and "What we want to achieve these rights:". The first section lists rights such as "Good RSE whatever our sexuality," "Be treated with respect and dignity," "Make our own decisions," "Be told the truth," "Just say no," and "Be taught about different sexualities." The second section lists goals like "A broad and balanced curriculum," "Teach us in a language we can understand," "Tell us about relationships as well as sex," "Young people should be asked what they want to learn in RSE," "RSE should be relevant to all cultures and beliefs," "RSE should start in primary school," "Tell our parents what is being taught in schools and how to get further information," "Different teaching styles should be used," "Resources should be up to date and lessons should be fun," "Make information available to all of us," "Teach us in both mixed and single sex groups, keeping numbers small," "Professionals who are trained and can teach effectively," and "RSE should take place in a comfortable and safe environment." The infographic includes illustrations of diverse young people and is set against a green background with white and blue accents.

We have the right to:

- Good RSE whatever our sexuality.
- Be treated with respect and dignity.
- Make our own decisions.
- Be told the truth.
- Just say no.
- Be taught about different sexualities.

What we want to achieve these rights:

- A broad and balanced curriculum.
- Teach us in a language we can understand.
- Tell us about relationships as well as sex.
- Young people should be asked what they want to learn in RSE.
- RSE should be relevant to all cultures and beliefs.
- RSE should start in primary school.
- Tell our parents what is being taught in schools and how to get further information.
- Different teaching styles should be used.
- Resources should be up to date and lessons should be fun.
- Make information available to all of us.
- Teach us in both mixed and single sex groups, keeping numbers small.
- Professionals who are trained and can teach effectively.
- RSE should take place in a comfortable and safe environment.

This Charter was written by young people from Shropshire Members of the Youth Parliament, Shropshire Speak Out Group, Shropshire Care Council Crew and Shropshire Xtra Safe Project.

Appendix 3

Shropshire Eat Better, Move More, RSE overview



RSE Lesson Overview

	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges (Consent)	KS1 Car wash Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes	L1 Amazing Me L2 Same but Different L3 Animals & their Babies Resources: Me as a baby Song: 'head, shoulders, knees, toes,' 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe Resources: Book: Boys & girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifecycle What do things come from Life support systems Human lifecycle DVD: SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods Resources: Same but different V3 Ages and Stages – human lifecycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size
Care & Commitment	KS1 Hygiene		KS2 Friendship		Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating

Appendix 4

DfE Learning Outcomes Relationship Education

Key Stage 2 - By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 (from 2013 available to both opposite and same sex couples in England and Wales) 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.
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Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
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<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 cyber bullying), 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.
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<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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

Relationships and Sex Education Policy

	<p>about any adult.</p> <ul style="list-style-type: none">• 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.
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DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

Changing adolescent body	<p>Pupils Should know:</p> <ul style="list-style-type: none">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes• About the menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 5

Sample letter to parents –

Send prior to delivery - half term before and /or insert into prospectus

Dear Parents and Carers

Relationship and Sex Education (RSE)

From 2020 all primary schools in England will be required to teach Relationship Education and Health Education. This is in addition to the statutory national science curriculum. Our policy is available on the school website.

As you may be aware, as part of personal, social and health education we use the Shropshire Respect Yourself Eat Better, Move More, RSE scheme of work. This is quality assured by the PSHE Association and has won national awards. Our secondary schools also use the scheme. This provides age appropriate progression and consistency of approach.

The primary scheme delivers under the key headings: Choices and Challenges, Changes and Care and Commitment.

It covers families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding.

Classroom teachers will deliver the programme, with support from outside agencies as appropriate. There is an opportunity for pupils to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage pupils to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum. The DfE have produced a leaflet for parents “understanding relationship and health education in your child’s school: primary” www.gov.uk .

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Date

Time

Appendix 6



Department for Education

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Published: March 2019

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

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to

teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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