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Bilingual English/Italian

SIAL

**CODE OF PRACTICE FOR
RSE
(RELATIONSHIP AND SEX EDUCATION)**

Last reviewed April 2022

At SIAL, we want everybody to feel happy, cared for, safe and accepted in their own right. As such, we are committed to providing high quality RSE for all pupils in our care. We believe relationship and sex education is important for our pupils and our school in order to ensure our children are safely and attentively prepared for the many different relationships they will encounter, while at school and during their lifetime.

As a school, we endorse the DFE definition of RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health” The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding.”

Aims:

Our aims are to:

- support pupils to develop and maintain a sense of self-worth and well-being.
- support pupils to respect themselves and others including their similarities and differences.
- support pupils to grow and develop in confidence, especially when speaking about their feelings and experiences.
- support pupils to understand that there are different types of relationships with different behaviours and expectations associated with each.
- support pupils to make safe choices and decisions.
- support pupils to understand how to keep themselves safe and to know what to do if they do not feel safe in a relationship, including how to access support.
- ensure that pupils know the correct vocabulary to use when describing parts of their own body.
- ensure that pupils know what to expect at the onset of puberty and how best to look after their body in terms of health and hygiene.
- ensure that pupils know how a baby is born.
- apply the advice of the Sex education forum to ‘teach and promote equal, safe and enjoyable relationships in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010’.
- create an honest and open culture within which sensitive discussions can take place in an atmosphere of mutual trust, understanding, respect and acceptance.

RSE at SIAL will not be used to promote sexual activity or any specific form of sexual orientation.

Legislation and Statutory Requirements

The 1996 Education Act consolidates all previous legislation and states that all primary schools must have in place an up to date policy for SRE, from now on to be known as RSE to emphasise the importance of the relationship in the role of any sexual activity. The policy must describe the content and organisation of this area of the curriculum, with regard to objectives covered in addition to those included in the science curriculum. The sex related content within the science curriculum is compulsory for all children, with both boys and girls to be taught about puberty and how a baby is born.

All schools are required to have a programme of study which is appropriate to the age and development, both physically and emotionally of the children it will support.

While relationship education is compulsory in primary schools, RSE is not. However, if schools choose not to teach the sex related content outside of the science curriculum this intention must be included in the school policy.

The SIAL RSE policy is written with due regard to the following policies:

Education Act 1996
Learning and Skills Act 2000
National Curriculum Framework for PSHE & Citizenship 2000
Equality Act 2010
Children and Social Work Act 2017
Keeping Children Safe in Education 2021
Statutory Guidance for Relationship education in primary school as instructed by the DfE 2019

Guidance has also been taken from the work of the following agencies:

PSHE Association
Sex Education Forum

Safeguarding

All staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding or child protection issue. If such an issue were to arise, staff will follow the protocol outlined in the SIAL Code of Practice for Safeguarding and Child Protection. They will consult with the designated safeguarding lead, and in their absence their deputy, in order to seek guidance and support, should a disclosure be made.

Visitors from external agencies which support the delivery of RSE are welcome at SIAL and appreciated for their level of expertise. They will be supervised at all times while in contact with the children and when moving around the school. Any visitor invited into lessons to contribute to the teaching of RSE will be contacted by a member of staff prior to any invitation in order to outline and clarify the nature of any content to be covered.

On arrival at SIAL, the visitor will be met by the relevant member of staff who will reinforce the initial conversation and requirements prior to being taken into the classroom. Should the conversation reveal that there is a discrepancy between what is expected by the school and offered by the visitor, the invitation will politely be withdrawn. Should any issue arise during the presentation of content, which the staff member feels to be inappropriate or failing to adhere to the outline previously agreed, the workshop or session will be concluded with immediate effect.

Equality and Diversity (including SEND)

This policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

This policy will be carried out in accordance with the school SEND Code of Practice. High quality teaching – that is differentiated and personalised – will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND).

The Role of Parents /Carers and Governors

The partnership between home and school is of paramount importance to us as a school and one which we work to foster and promote with the utmost diligence. At SIAL, we are committed to, and welcome, the opportunity of working with parents and carers to ensure that they are both fully aware of what is being taught as part of the RSE curriculum as well as appreciating and embracing their contributions to the development of our work.

We will provide additional resources and support through the availability of the SLT and class teachers to speak about any chosen issues. Should a parent or carer wish to request an appointment they should either contact the relevant member of staff directly or make a request via the school office.

Parents and Carers can access the SIAL RSE policy via the school website, with the option to request a hard copy from the office if required.

As part of our whole school approach to RSE, parent Information sessions and opportunities for parents to view the materials and resources used will take place.

We will notify parents when RSE will be taught and will share the relevant objectives each half-term, as part of the class curriculum bulletins.

If any parent is concerned about the nature of any of the RSE objectives to be taught they will be invited to meet with the relevant staff member either prior to or following the delivery of the lesson taking place.

Parents and carers have the right to withdraw their child(ren) from Sex Education content that is not part of the statutory National Curriculum objectives for Science. Children cannot be withdrawn from the Relationship Education aspect of the RSE curriculum. If any parent or carer chooses to voluntarily remove their child(ren) they will first be asked to meet informally with a member of SLT in order for their concerns to be shared and heard. If reassurance is the main requirement, staff will be open and honest about any plans for the delivery of RSE, while recognising that the final decision is that of the parents/carers.

If after consultation the parent/carer decides to withdraw their child(ren) from RSE they will be asked to put their decision in writing with a copy of the letter placed on file for future reference. This is for no other reason than to ensure consistency between staff with regard to the child's non-attendance for RSE. The written decision will be acknowledged by SLT.

Irrespective of whether a child attends or is removed from RSE lessons, we will continue to provide support for the family in terms of information regarding the objectives and content taught to the peers of the child. We will also ensure that alternative arrangements are made for the child during the RSE session so that suitable work based on a different aspect of PSHE is provided, and that the time is used wisely and to the benefit of the child.

Governors will be informed of, and required to approve the RSE policy and curriculum through meetings with the headteacher.

SIAL will take seriously any concerns raised either by the governing body or by parents with regard to this policy.

Roles and Responsibilities

The RSE programme will be overseen by the SLT, ELT and the PSHE lead teacher.

All teaching staff, irrespective of whether they teach RSE, through the PSHE curriculum, will continue to receive RSE training to support pupils and colleagues.

While SIAL welcomes visitors to support the teaching of RSE, the school recognises that the quality and expertise of the teaching staff is of paramount importance to the teaching of this area.

The school recognises however that as with all areas of the curriculum, staff will have varying degrees of knowledge, experience and confidence and that extra or specific training will be required by some. As individuals, staff may also have personal beliefs and attitudes which may impact their ability to teach lessons but it is important to state here that staff do not have the option to opt out of teaching RSE. Therefore, specific training will be organised to meet the needs of staff whose requirements will be regularly ascertained via an audit conducted by the PSHE lead in conjunction with SLT.

Teaching RSE at SIAL

RSE will be taught by all class teachers responsible for teaching the PSHE curriculum. As RSE is a specific element of PSHE it will be taught discretely as well as through other subjects. Lessons of a 30 minute-duration will take place weekly to cover the relevant RSE objectives during at least one-half term across each academic year.

As with other aspects of PSHE, RSE will also be incorporated into other curriculum areas in the form of cross curricular lessons including Science, Physical Education, Religion, History, ICT and during our Wellbeing sessions.

Pupils will be taught in mixed gender groups, unless the class is comprised of a single gender only, and will be supported by everyone in the school community. This includes those who work to support them in class, those who work in the school office, those who prepare their food or supervise their breaktimes.

Ensuring maximum pupil participation

All staff will:

- Encourage the children to regularly speak about their feelings and opinions via the Mood Measure at the beginning of each morning and afternoon session.
- Agree ground rules with regard to how the children want to be treated at the start of each year through the creation of the class charter. Make reference to these rules at the start of each session or when applicable during discussion.
- Use circle time to share ideas in a safe and supportive setting based upon trust and transparency.
- Encourage patience and good listening skills, giving the speaker time to share what they want to say.
- Create a non-judgemental trusting atmosphere where questions can be asked without embarrassment.
- Allow the children to laugh and joke as a way to cope with any initial embarrassment.
- Ensure that the language used by the teacher is appropriate to the age and ability of the children.
- Allow any child who may be struggling to remain in the lesson to have time outside of the classroom before re-joining their peers.
- Know that there may be occasions when children identifying as boys or girls may feel more comfortable speaking in a gender-based group. (Such group sessions will be in addition to the initial mixed gender sessions.)
- Teachers will have a plan in mind but as with all other lessons will be willing to adapt the lesson to the needs of the class/individual children.
- Challenge any form of sexist, homophobic or racist language or behaviour in a manner which aims to educate rather than to judge or humiliate.
- Be aware of any form of learning disability which may lead to a child requiring extra support and have this in place at the start of the lesson.
- Allow each class to have an RSE question box in which they can place any questions they may feel uncomfortable asking in person.

- Encourage children to devise ideas to support the school's participation in the annual RSE day.

Curriculum

SIAL will base the RSE curriculum on the following Statutory Guidance for Relationship education in primary school as instructed by the DfE 2019.

The work will be divided into 5 areas which are as follows:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Families and people who care for me

By the end of KS2, children will know and understand:

- 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

By the end of KS2, children will know and understand:

- 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

By the end of KS2, children will know and understand:

- 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

By the end of KS2, children will know and understand:

- 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

By the end of KS2, children will know and understand:

- 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

These can be further divided into relevant objectives for each key stage as listed in the table below courtesy of the PSHE Association's Programme of Study for key stage 1 to 5.

KS1 Learning opportunities in Relationships <i>Pupils learn...</i>	KS2 Learning opportunities in Relationships <i>Pupils learn...</i>
Families and close positive relationships	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
Friendships	
<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>

	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
Managing hurtful behaviour and bullying	
<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
Safe relationships	
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>

	R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)
Respecting self and others	
R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with

While no single published scheme of work will be used for all sessions, staff will draw upon a range of resources including picture books, stories, film clips and advice from relevant agencies to produce their own bespoke lessons. The planned curriculum will be inclusive, responsive to pupil needs, engaging and reflect real life issues. The chosen theme for each group of lessons will be communicated to colleagues via the progressive topic map but, with a spiral curriculum being advantageous, staff may choose to repeat the use of certain resources while focusing on a different aspect each time.

Staff will ensure that the information they teach is accurate and distinguishes between fact and opinion. It will be delivered in a manner which promotes the safety and well-being of the pupils at all times.

Monitoring, reporting and evaluation

The teaching and assessment of RSE will be monitored and evaluated to the same standard and with the same level of as all subjects that are taught at SIAL.

From September 2020, the RSE objectives will be included as part of the assessment of PSHE. The grading of each objective will follow the system of assessment already in place for all other areas of the curriculum. As with any other subject, staff will have the opportunity to update parents on the quality of their child’s work during the termly parent/carer consultations.

The SLT, ELT and, if not included in the former, the PSHE lead, will regularly review the planning and evaluating of lessons at a minimum of half-termly intervals.

Teachers will critically reflect on their work in delivering RSE through regular discussion during department meetings, at least once every half-term, and will be requested to submit examples of the work completed as part of the system of regular reviews and learning walks.

Teachers and pupils will enter into a dialogue to reflect upon and discuss the content and delivery of RSE. Pupil voice will be influential in adapting and amending planned learning activities via invitations to share their opinions through activities as arranged by the Headteacher or during meetings of the School Council.

Pupils will also have opportunities to review and reflect on their learning during lessons and in the form of self-evaluation at the end of each activity. This will give them an opportunity to share any concerns and inform their teachers of any aspects of the work that they do not understand, while also giving them the opportunity to ask further questions.

This will support the ongoing expectation held with regard to all lessons at SIAL, that pupils are given the chance to share in the evaluation of the lesson by completing some or all of the examples below:

- Talk to a peer or to the teacher.
- Draw a face, a traffic light or a picture of the child's own choice which reflects their level of understanding- e.g. a sun, a dark cloud.
- Write a message to say how they feel about their work, what, if anything, they think they can improve on, what they are pleased with or found tricky.
- Answer the questions, 'What can you do now that you could not do before? What do you understand now that you did not understand before?'
- Where is your evidence? Encourage them to be specific.
- Highlight and double tick evidence to support their evaluation (work that they are pleased with).
- Write a possible next step for themselves or a friend.
- Swap books and comment on the work of your friend.
- Check list of objectives and record progress with teacher/peer support- independently.

Policy review date

The current policy will be reviewed annually.

It will be reviewed by the PSHE lead teacher in conjunction with SLT, ELT and, when major changes occur, the Governing Body. This will ensure that new initiatives are consistently recognised, considered and implemented for the benefit of all pupils and staff.