



Introduction

The purpose of the policy is to outline how through our Relationship and Sex education (RSE) provision we aim to support our pupils social, moral, cultural and emotional development. Our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change.

We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our school's policy on relationship and sex education (RSE) is based on the requirements of:

- the Education Act 2002
- the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000).

As a school we follow the **Thrive Approach**. This approach is based on neuroscience research and attachment theory. It is a systematic approach to the early identification of emotional developmental need in children so that differentiated provision can be put in place by the adults working closely with the child. It is preventative and reparative. Emotional and relational development are the cornerstones of resilience and resourcefulness. It decreases the risk of mental ill health and allows children who are at risk of underachieving or exclusion to reengage with learning. *[see further detail on page 3]*

Aims

We teach children about:

- **Respectful relationships** and respecting others even if they are different from ourselves.
- **Healthy relationships** including online safety and where to seek help.
- **All families are equal.**
- **Being safe** - respecting and being in control of their own bodies.
- **Scientific anatomical names** for parts of the body.
- **How bodies change** - physical development and puberty as approach adulthood.

Context

We want our pupils to develop healthy positive behaviours that will support them through life. Our RSE policy encompasses our schools core values and British Values are also at the forefront. We are committed to safeguarding all children and our provision of RSE supports this commitment.

We provide children with the opportunity to learn about healthy relationships, respect for themselves and where to seek help if needed. We aim to equip children with the knowledge and skills to make safe positive decisions through life.

All pupils will be offered the same sex and relationship education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each individual as unique and worthy of respect.

We use an inclusive, whole school approach to ensure RSE can be accessed in an age appropriate way throughout a child's school career.

Organisation

We teach RSE through our PSHE curriculum and where appropriate through our science or wider curriculum. In PSHE we use PSHE Association programme of study to build our curriculum.

We cover:

- Families, how they are all different and all are to be valued.
- Positive relationships and friendships.
- Respecting ourselves and others-exploring how our behaviour can impact on others.
- Being safe, online and in the outside world.
- Appropriate relationships, how bodies belong to the individual and how to identify appropriate physical contact and where to go if they feel unsafe.
- How males and females are different and scientifically correct names for body parts.
- How bodies grow and change and what happens to bodies during puberty.

We aim to support children's emotional development and the children are encouraged to ask questions and are taught where to go if help is needed.

Through our Science Curriculum, teachers inform children about males and females and how a baby is born.

- In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body.
- In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

Confidentiality

All RSE lessons are taught in a sensitive manner respecting the needs of all pupils. Our school will develop ground rules for lessons promoting a positive supportive learning environment. RSE lessons may lead to a disclosure from a pupil. If this is the case staff will follow our safeguarding/child protection policy informing one of our safeguarding leads if needed.

Parents/Carers

The school recognises that parents are their child's first educator and that the primary role in children's Relationships and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we will:

- inform parents about the school's Relationship and Sex Education policy and practice.
- answer any questions that parents may have about the Relationship and Sex Education of their child.
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationship and Sex Education in the school.
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in our school, except for those parts included in statutory National Curriculum. If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Head-Teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Managing behaviour relationally: The Thrive Approach

We at Eastlea Primary School strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following six principles:

1. We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Supporting behaviour all staff will:

- take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing these boundaries in conversation with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children and young people time and space to resolve the situation
- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation whilst preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately and in a fair and consistent way

The role of the PSHE lead/Head teacher

The PSHE lead monitors and reports on the effectiveness of the policy. It is the PSHE lead's responsibility to ensure parents/carers and staff members are familiar with the policy. It is also their responsibility to ensure it is implemented effectively and that training is given where needed and to make staff aware of how to deal sensitively with issues should they arise.

Monitoring and Review

Governors are responsible for monitoring the RSE policy and give due consideration to any comments/queries raised by parents/carers. The head teacher will keep a written record of any comments.

Date of policy: September 2021 [ratified by Governors October 2021]

Miss Fox (PSHE lead)

Miss Beeston (Head Teacher)