



RSE Policy

2023-2024

Last reviewed: April 2024

Next review due: April 2025

Aims

RSE will complement other subjects such as science and PE. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

It begins informally in the home with parents and carers long before any formal education takes place at school.

The aims of relationships and sex education (RSE) at Colburn CP School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children.
- Explore the consequences of their actions and behave responsibly within relationships.
- Develop their self-esteem and sense of responsibility.
- Teach pupils how they can protect themselves and ask for help and support.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Colburn Community Primary School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – members of school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSE through our pupil voice groups.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Delivery of the RSE Curriculum

Our Curriculum for RSE (see Appendix A) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty) and some parts are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE curriculum will be taught in PSHE through designated lessons and other curriculum areas, especially science and PE. Specific units of work on RSE are planned into our teaching programme for each year group, as described in the SCARF scheme of work. Specific content on Puberty will be taught in Year 3 and revisited in Year 4, Year 5 and Year 6.

A range of teaching methods, which involve children's full participation, are used to deliver RSE. These include use of video, discussion, Talking Partners, looking at case studies, drama and role play.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively. We will ensure that there are positive educational reasons for each method of delivery. Resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

All staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue.

One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection.

No member of staff can promise confidentiality if there are any concerns in these circumstances.

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

Supported by the PSHE lead and the Pastoral Team, the Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. It is the PHSE Lead and the teachers' responsibility to plan the curriculum and lessons.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

- Parents **do not** have the right to withdraw their children from relationships education.
- Parents **have** the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the Headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Dealing with sensitive issues and difficult questions

Teachers will establish clear parameters with the whole class. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Visitors should complement but never substitute or replace planned provision. When appropriate however, visitors such as the school nurse or other health professionals may be involved in the support and delivery of RSE.

Monitoring arrangements

Monitoring is the responsibility of the Headteacher, the PSHE lead, the Pastoral Team and an appointed governor.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- School's own Safeguarding policy (inc. responding to disclosures)
- School's own Anti-bullying policy
- School's own Child-on-child abuse policy
- DfE Keeping children safe in education (2023)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem

Appendix A