



ambition, belief, communication

K Fisher
October
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RSE POLICY

Date policy became effective:

October 2023

Review date: October 2024

At Bradley Primary School, RSE as part of a timetabled PSHE programme which teaches relationships and age-appropriate sex education. As stated in the Statutory Guidance on RSE 2019-The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships Education was made compulsory for all pupils receiving primary education.

Basic information

This policy covers our school's approach to Sex and Relationships Education.

It was produced by Karen Fisher (PSHE co-ordinator).

Staff will be informed about the policy through the school server and the policy will be shared with the Governors of the school. Parents and carers will be informed about the policy and made available through the school website.

What is RSE?

Sex and Relationships Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE will be taught as part of PSHE lessons in each year group supported by the 1decision material.

At Bradley Primary School, we want RSE to promote healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. We will give them the knowledge and capability to take care of themselves and receive support if problems arise. We do not use sex education as a means of promoting any form of sexual orientation.

Statement of intent

At Bradley Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, changing in bodies and sexuality. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Furthermore, Relationships and Sex Education is important to help and support young people through their physical, emotional and moral development. Through a successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Overall school aims and objectives

Our aim when teaching RSE is to:

- Provide young people with the information, skills and positive attitude they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Pupils will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- To understand the role and importance of family relationships
- They develop an understanding of wider values of truth, justice, honesty, trust and a sense of duty.
- To develop a caring and considerate attitude towards themselves, each other and society.
- To develop our pupils' confidence so that they form and maintain meaningful relationships.
- To enable our pupils to make informed and healthy choices about their lives.
- To understand their bodies, how they work and the reproductive processes that take place at puberty, using correct vocabulary for body parts alongside their own terminology.
- To consider the current issues in our community, as highlighted in our Health LSIP
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy

Legislation

We are required to teach relationships education as part of the revised Department for Education statutory guidance which states that from September 2020, all schools must deliver relationships education in primary schools.

The RSE policy is supported by the following policies:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

What topics will be covered and (broadly) when?

EYFS

In the Personal, Social and Emotional strand of the EYFS curriculum. Children will begin to understand the importance of leading healthy and happy lives, this is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

This will be done through a range of topics and through directed activities planned for by the staff in EYFS.

In Years 1 – 3, children will focus on four main topics related to RSE. This will be taught through the 1Decision units of work under the following headings. The units will also be supported from resources from a wider range of sources.

- **Bullying**

In this unit the children will learn about what bullying is and how the actions of ourselves and other can affect people.

- **Friendship**

How to behave within a friendship and how our behaviours and other around us affects us and other.

- **Appropriate and inappropriate touches**

This unit allows children to explore what an appropriate and inappropriate touch is and who they can talk to if they feel uncomfortable within a relationship.

- **Body Language**

This unit allows pupils to recognising how other people may be feeling and allows students to explore different ways we can express our emotions. Furthermore, the unit looks at recognising how other people may be feeling and allows students to explore different ways we can express our emotions.

In Years 4- 6, children will build on their work in Years 1 – 3. Through a spiral approach, the children will continue extend their knowledge through the following topics using the 1Decison material supported with resources for a wider range of sources.

- **Appropriate touches**

This unit allows children to identify healthy and unhealthy relationships.

- **Puberty**

This unit allow children to identify how their bodies will begin to change as they move into adolescence; this includes menstruation, body changes and emotional changes their bodies will go through.

- **Children and adult views**

This allows children to see how other children and adults view relationships.

What are our intended outcomes?

The programme will be taught through a range of teaching methods, including discussions, circle time, role play, and the 1Decision units of work.

All staff will ensure learning 'starts from where pupils are' by questioning, discussions and KWL grids. We will seek to understand pupils' prior knowledge by observing, discussing and using KWL grids. We will ensure that sessions, including those on risky behaviours, remain positive in tone.

Who will be responsible for teaching the programme?

The programme will be led by Karen Fisher (PSHE co-ordinator)

It will be taught by teachers from EYFS to Year Six across all year groups through age-appropriate lessons using the 1Decision units of work supported by materials from other sources. It will be supported by support staff across the school, the school nurse and external agencies such as NSPCC.

The school will support members of staff delivering RSE to access appropriate CPD by sharing resources and discussing any issues or worries that may arise.

The role of the PSHE subject lead

It is the responsibility of the PSHE Subject leader (Karen Fisher) to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also their responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The PSHE lead will monitor this policy on a termly basis and reports to Governors, when requested, on the effectiveness of the policy.

The role of Governors

It is the responsibility of the school's Governing body to ensure all pupils make progress in achieving the expected educational outcomes.

- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The role of Teaching staff

Staff are responsible for:

- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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 head teacher.

How are parents and carers involved?

The school will endeavour to work in partnership with parents, consulting them regularly on the content of the sex education programme, which will complement and support their role as parents.

SEND, inclusion, equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as an additional language to ensure that all can fully access PSHE provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by sharing resources made available to them, working within different teams and showing respect for each other. We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

We will ensure equality by allowing all children access to PSHE lessons including –

Translations for EAL children

Differentiated activities to allow access for all abilities

We will assess the needs of different pupils through questioning, discussions with class teachers and SENCO.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using discussions and questions.

We will respect pupils' unique starting points by providing learning that is tailored to each child's needs.

We will ensure that pupils with Special Educational Needs receive access to PSHE education through a range of accessible activities.

Answering tricky questions

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we must respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns.

Clear parameters are established of what is appropriate and inappropriate in a whole class setting.

A set of ground rules will reduce the number of unexpected questions. If a question is too personal the teacher will remind the pupils of the ground rules. If the pupil needs further support, they should be referred to an appropriate person e.g., Pupil Support Officer (Ruzia Ishafq). If a question is asked the school will normally seek to inform parents when such a question is asked.

If the teacher doesn't know an answer to a question this must be acknowledged, and the question researched later. An ask it basket will be available for pupils to suggest areas or a question which they wish to discuss. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

All staff are aware of and have read part one of 'Keeping Children Safe in Education'. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the designated safeguarding leads. If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

How will we assess this learning?

Teachers assess the children's work in PSHE(RSHE) by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning outcomes set out in the curriculum.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage in line with the statutory requirements.

All classes use a PSHE (RSHE) floor book where they record their learning, progress and children have individual 1Decision workbooks. Pupils will be encouraged to reflect on their own learning and progress by considering what they knew at the start of the unit and again at the end to see the progress they have made.

There are no levels for PSHE (RSHE), but assessment is necessary to determine that learning has taken place through a range of baseline assessment, assessment for learning and summative assessment.

A variety of activities will be used for this including:

- Self-assessment
- Self-reflections
- Peer assessment
- Write and Draw activities
- Discussions and Presentations
- Teacher assessments
- Photographs and video clips of work being done

What is our policy on confidentiality?

Staff should be supportive and non-judgmental.

Pupils should know that teachers cannot offer unconditional confidentiality.

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should follow our safeguarding policy and report any concerns to the Designated Safeguarding Lead immediately and use CPOMS to log concerns. The teacher should follow the school's confidentiality policy.

If a teacher is directly approached by a pupil who is sexually active, this should be viewed as a child protection issue and procedures followed.

If we have any reason to believe a pupil is at risk, we are required to notify relevant agencies.

The use of visitors to the classroom

We will use external contributors in some circumstances, such as NSPCC, Childline, school nurse etc.

We will ensure external contributors' input is part of a planned programme which enhances the learning of our pupils. Staff will discuss the objectives to be taught, monitoring the visit and discussing the effectiveness with staff and children.

When visitors come into school, they should complement the provision within school. The teacher will always remain present to support the learning of all children.

How will we support children who are withdrawn from the programme?

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school except for those parts included in the Statutory National Curriculum.

Should a parent/Carer wish to withdraw their children from the teaching of sex and relationship education they must speak to the head teacher.

The school will make alternative arrangements in such cases by providing a standard pack of information for parents who withdraw their children from sex and relationship education. (Available from the DfE).

An opportunity will be arranged for parents who wish to discuss the Sex Education Programme and opportunity to view materials. New parents will be informed of the programme.