

**RSE curriculum: Policy & Practice**



**‘Education is the most powerful weapon which you can use to change the world.’ Nelson Mandela**

**September 2024**

**Introduction**

RSE is lifelong learning about physical, moral and emotional development. Through RSE, children learn about healthy relationships, different families, respect, love, care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

At Weald, our key aim in providing RSE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

**Aims and Intent**

The aim of Relationships and Sex Education (RSE) is to provide children with age-appropriate information, attitudes and values in order to develop healthy, nurturing relationships of all kinds. In addition, RSE will promote self-esteem and emotional health and well-being based on respect for themselves and for others, at home, school, work and in the community. At Weald CP School, we aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. This policy sets out the framework for our RSE curriculum, providing clarity on how it is informed, organised and delivered.

The aims of Relationships and Sex Education (RSE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Teach pupils the correct vocabulary to describe themselves and their bodies
* Help pupils develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
* Help children to understand the consequences of their actions and to behave responsibly within relationships
* To be able to recognise unsafe situations, protect themselves and ask for help and support
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

These aims complement those of the Science curriculum in KS1 and KS2.

**Statutory Requirements**

As a maintained primary school, we must provide Relationship Education and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the government’s statutory requirements from September 2020. As a primary school, we are not *required* to provide Sex Education apart from the elements included in the primary Science curriculum. However, the DfE recommends that all primary schools should have a Sex Education programme. At Weald, we choose to teach Sex Education in a sensitive, age-appropriate way to ensure children know the accurate facts concerning this before going to secondary school and to ensure children understand why the body changes in adolescence. As a school, we believe this aspect of RSE is an important part of safeguarding children, as knowledge empowers them by helping them to stay safe and to cope with puberty.

**Policy development**

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

1. Review – the RSE lead teacher put together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties are invited to give their views about the policy.

5. Ratification – once amendments are made, the policy will be shared again with governors and ratified.

**Implementation**

**Curriculum**

We have developed the curriculum in consultation with parents, children and staff, considering the age, needs and feelings of children. Teachers will do their best to answer all questions with sensitivity and care.

The content of the lessons is as follows:

Reception: Caring friendships; being kind; families

Year 1: Different friends; growing and changing; families and care

Year 2: Differences; male and female animals; naming body parts

Year 3: Body differences; personal space; help and support

Year 4: Changes; what is puberty; healthy relationships

Year 5: Talking about puberty; the reproductive system; puberty help and support

Year 6: Puberty and reproduction; communication in relationships; conception and pregnancy; online relationships

Curriculum overviews for each year group are available on our website.

Additionally, since RSE incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of school life including the playground. RSE will be linked to the following subjects in particular:

* Science - children will learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty
* Computing and ICT – children will learn about safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support
* RE – children will learn about family relationships and cultural traditions including birth, marriage and death.
* PSHE – children will learn about respect and difference, values and characteristics of individuals. They will also learn the requirements of the law, their responsibility and possible consequences of actions.
* PE – children can explore how exercise can lead to healthier lifestyles

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Ground rules:**

Teachers and pupils will mutually agree ground rules to create a safe environment where all concerned do not feel embarrassed or anxious.

These may include:

* No one pupil or teacher will have to answer a personal question
* No one will be forced to take part in a discussion
* Only the correct names for body parts will be used
* Meanings of words will be explained in a sensible and factual way

**Dealing with questions:**

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

**Confidentiality:**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, 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 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 any concerns in these circumstances. We aim to ensure that pupils’ best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support.

**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**

The headteacher is responsible for:

• The overall implementation of this policy

• Ensuring that RSE is taught consistently across the school

• Managing requests to withdraw pupils from non-statutory components of RSE

• Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

• Monitoring this policy on a regular basis and reporting to governors on the effectiveness of the policy

**Staff**

Staff are responsible for:

• Delivering RSE in a sensitive way without expressing personal views or beliefs

• Modelling positive attitudes to RSE

• Monitoring progress

• Responding to the needs of individual pupils by differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs

• Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

• Responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy

• Working with the subject team to evaluate the quality of provision

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.

**Children**

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

**Parents**

The school understands the primary role in children’s sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

• Inform parents about the school’s RSE policy and practice
• Answer any questions that parents may have about the RSE their child receives

• Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

• Inform parents of the legalities surrounding withdrawing their child from the subject

**Parents’ right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education. Parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSE.

At Weald, this constitutes the following lesson in Year 6: Conception and pregnancy

Requests to withdraw your child from this lesson should be made in writing to the headteacher. We will do our best to address any worries that you may have and discuss the benefits of receiving this education, along with the adverse effects that withdrawing your child may have, educationally and socially. If you still choose to withdraw your child, we will provide alternative PSHE work on a different topic.

It will then be the responsibility of the parent to deliver this learning to their child before they begin secondary education.

**Training**

Staff are trained on the delivery of RSE as part of continuing professional development. Training of staff will also be scheduled around any updated guidance on the programme and any new developments within school or the wider community which may need to be addressed.

**Supporting children with SEND**

Pupils with SEND will be given the opportunity to fully participate in RSE lessons. A differentiated approach will be provided, when necessary, in order to ensure that all pupils gain a full understanding of the topics covered.

**Monitoring arrangements**

The delivery of RSE is monitored by Jenny Simpson and Janet Cutbush through a range of methods including:

* Curriculum Overviews
* Book Looks
* Learning Walks
* Parent and Children Questionnaires
* Emails and updates
* Cluster Meetings
* Pupil Voice

Children’s development in RSE is monitored by class teachers as part of our internal assessment systems.

**Impact**

The intended impact is for the majority of children in each year group to meet the expected outcomes for the scheme of work.

Fundamentally, we want them to move with confidence from childhood, through adolescence into adulthood. We want them to develop respect for themselves and for others; listening skills; empathy and talking skills about feelings and relationships.

In addition, we want children to recognise their role as **global citizens** in safeguarding natural and human systems.

**Health and Safety**

In line with the Health and Safety, comprehensive risk assessments and safeguarding practices will be conducted when planning and carrying out RSE activities.

**Resources**

The CWP scheme, ***Teaching RSE with Confidence in Primary Schools,*** and all the accompanying resources are in the Staff Shared Area under ‘RSE scheme of work.’