



# RSE Policy

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Hale CEVC Primary School is a Church of England School where Christian Values and our Vision lie at the heart of everything we do.

Our vision is founded on Matthew 5: 14-16

## 'Be the Light'

*"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."*  
(Matthew 5:14-16)

### Intent for our RSHE curriculum

To encourage children to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding(s) they may have gained from the media and peers
- Keep safe online and offline
- Know where and how to seek information and advice when they need help

### 3. Our rationale for the way we deliver RSE

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to

make responsible and informed decisions about their health and well-being. At Hale CE Primary, we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. We have selected this scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and of the needs of our school community.

We have a clear long-term plan and progression document which enables us that children are taught age appropriate knowledge and skills which support to develop them spiritually, morally, socially and culturally.

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains nonstatutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born"

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the 'RSE Curriculum' section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

#### 4. The Statutory RSE Curriculum

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

#### Families and people who care for me

Children should know:

- 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

Pupils should  
know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

### Implementation

Each class has a jigsaw puzzle piece character which is used to support the delivery of lessons. They also have a jigsaw chime which is used to support the delivery of the 'calm me' mindfulness aspect of the lessons. Within the unit of work, recommendations for teachers to use appropriate story books, videos, and pictures are highlighted. Teachers use these at their discretion and based on the needs of their cohort.

A range of teaching and learning strategies is used within the teaching of RSE within the PSHE curriculum:

- On the whole, pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.
- The class teacher will set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, and talk about feelings and relationships.
- Teachers will answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with Head teacher and some questions may be more appropriately answered on a one to one basis rather than with the whole class.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and to ensure all pupils feel their family is valued, such as single parent families; recently divorced parents; parents who are married; parents who are not married, lesbian, gay or bisexual parents; children living between two homes or in foster homes or residential homes, and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships for family life and bringing up children.

#### 8. Staff development and expertise

Staff receive regular training and support through planning support and continued CPD.

#### 9. Development of vocabulary in SRE

We expose learners to correct vocabulary and terminology to support learners to be able to keep themselves safe. This is reflected within the PSHE vocabulary document.

#### 10. Development of knowledge and understanding

Our curriculum has been designed to support learners to develop the necessary knowledge and understanding at an age appropriate level to keep themselves safe and to make healthy choices.

#### 11. Cross-curricular literacy opportunities

Where appropriate, teachers will use cross curricula literacy opportunities within their teaching of SRE.

#### 12. The use of ICT/Computing

The PHSE curriculum covers aspects of e-safety and support learners to make safe choices online. Where appropriate and at the discretion of the class teacher, where they are able to, they will make use of ICT/computing within lessons.

#### 13. Parental involvement

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;  Answer any questions that parents may have about RSE for their child;  Take seriously any issues or concerns that parents raise.

We believe that all the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science.

These are statutory requirements which the DfE mandates schools to teach.

We will inform parents of the right to withdraw during our RSE parent meetings in advance of nonstatutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE leader or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons.

## Impact

### Marking and feedback

In the main, work will be assessed in-line with the school's Assessment Policy. However, in PSHE has the following key differences in expectation/approach:

- Learners will have the opportunity to reflect on their learning within each lesson.

### Summative assessment use

In the main, work will be assessed in-line with the school's Assessment Policy. However, in PSHE has the following key differences in expectation/approach:

- Staff will assess at the end of each unit, using the progression map.

19. Role of the Subject Leader and monitoring arrangements The Subject Leader is responsible for improving the standards of teaching and learning in PSHE through:

- Monitoring and evaluating standards of PSHE o teaching and learning (including lesson observations, learning walk and work scrutiny); o pupil progress;
  - o provision of PSHE (including Intervention and Support programmes, in collaboration with the SENCo);
  - o learning environments;
  - o the deployment and provision of support staff (in collaboration with the SENCo and senior leaders);
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Auditing, purchasing and organising resources;
- Keeping up to date with recent developments in PSHE.

### 20. Conclusion

This policy also needs to be in-line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Special Educational Needs Policy
- Inclusion/Equal Opportunities Policy
- Pupil Premium Policy
- Health and Safety Policy