

Godstone Primary and Nursery School



RSE Policy

REVIEW DATE: September 2023

REVIEWED BY: Governing Body

NEXT REVIEW: September 2024

WRITTEN BY: Francesca Leadbetter

Headteacher: Nick Usher

Chair of Governors: Liam McGivern

Contents

1. Purpose	2
2. Aims	2
3. Planning	4
4. Teaching and learning.....	5
5. Assessment, feedback and marking	7
6. SEND support and intervention	8
7. Links with other policies	8

1. Purpose

Our PSHE and RSE Curriculum ensures that every pupil receives a high quality RSE education to best prepare them for the modern world, enabling them to maintain good mental health, healthy relationships, mutual respect and tolerance for one another, economic independence, understanding consent and the knowledge and skills to stay safe, both on and off-line. It aims to provide the children with the knowledge and vocabulary regarding their body and healthy relationships; ensuring that children are better able to speak out regarding any safeguarding and child protection issues.

We define 'relationships and sex education' as a subject that provides a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating productively in society.

Our RSE policy is fundamentally linked to our schools core values:

- Pride
- Responsibility
- Respect
- Ambition
- Compassion

This policy covers our school's approach to the teaching of the statutory and non-statutory elements of the RSE curriculum.

2. Aims

The national curriculum (through the PSHE Association) for RSE aims to ensure that all pupils are provided with explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage

personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

At Godstone Primary and Nursery School we aim to prepare all children for the modern world enabling them to develop and maintain:

- Good mental health including resilience and self-esteem
- Healthy relationships
- Mutual respect
- Tolerance for one another and empathy
- Economic independence
- An understanding of consent
- High expectations
- Risk management
- Knowledge and skills to stay safe on and off-line
- Knowledge and vocabulary regarding their body
- Team work
- Critical thinking
- Improved life changes - including careers

Through the teaching of RSE, we ensure children are better able to recognise and speak out regarding any safeguarding and child protection issues. We have developed a curriculum that reflects the community and world in which we live in and instils a culture of respect in line with our core values.

We uphold the PSHE Associations belief that through an excellent PSHE curriculum, children will develop the knowledge and skills to *‘embrace the challenges of creating a happy and successful adult life... that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy’*.

Relationship and Sex Education should:

- Be an integral part of the learning process, firmly embedded in PSHE, beginning in childhood, building on skills as they mature and continuing into adult life;
- Be for all children, young people and adults, including those with physical, learning or emotional difficulties;
- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision-making skills;
- Foster self-esteem, self-awareness, a sense of moral responsibility and the skills to avoid and resist unwanted sexual experience.

We will seek to achieve our aims by:

- Organising sex education carefully and factually in the wider context of relationships and values in line with our whole school aims.
- Keeping parents fully informed and being willing to answer any queries openly.
- Teaching children respect for their bodies in all contexts and as part of health education.

We believe RSE education is important for our pupils and our school because it provides them with the language, knowledge and skills they need to navigate relationships of every kind, understand boundaries and what a healthy relationship looks like.

We view the partnership of home and school as vital in providing the context by which the RSE curriculum is taught. The 'make up' of families will differ from family to family and through partnership working, we can support our children to understand these differences, develop acceptance and tolerance and open up healthy discussions about the topics covered within the RSE curriculum.

The overarching aims for pupils are for them to feel confident and safe in talking with others about topics covered within the RSE curriculum, for them to understand and accept the different types of family set up and to develop an understanding of healthy relationships at an age appropriate level from an early stage in order to lay the foundations for a safe, healthy and productive adult life. Our core values of respect, responsibility, pride, ambition and compassion, form an important basis to begin our RSE curriculum.

3. Planning

Our RSE Curriculum is taught through the Christopher Winter Project (CWP) scheme of work from Reception to Year 6. Detailed planning and resources are included within the scheme, which ensures continuity and clear progression at an age appropriate level.

A range of teaching styles and active learning techniques are incorporated into the planning and plans include stimulating interactive whiteboard materials and activities.

Curriculum Design

Our RSE programme is an integral part of our whole school PSHE education. RSE is taught as part of our National Curriculum Science programme and other aspects are taught in PSHE and RE lessons.

The curriculum is taught through planned lessons in the curriculum and is also supported through wider school activities, such as assemblies.

Children are able to develop their ideas, knowledge and skills gradually and appropriately through a carefully planned programme supported by the DfE. The teaching will take into account the needs of the individual pupils; will encompass a range of teaching strategies and high quality, carefully selected resources. Differentiation will be in place for pupils that require it, but also carefully planned, in order that all children receive a high quality standard of teaching and coverage.

Curriculum overview will be available for parents via the website, but also on termly curriculum overviews sent home to parents.

We aim to provide an interactive learning environment, which is motivating and allows pupils to practise skills as well as to gain information and knowledge as well as allowing time for reflection. The RSE curriculum is taught in age appropriate steps and takes children from previous learning, on to the next appropriate stage. The teaching of RSE alongside our PSHE curriculum ensures that children have a rounded education in matters relating to relationships and sex education.

4. Teaching and learning

RSE will be taught by the class teacher once a week during the Summer Term. This is because children have benefitted from the full PSHE curriculum for their academic year and are at their most mature to deal with the subject matter.

PSHE and RSE are taught under three main elements:

- **Attitudes and values:** learning the importance of values i.e. moral considerations, family life, stable relationships for the nurture of children, respect, love, care and critical thinking as part of decision making and understanding moral dilemmas.
- **Personal and social skills:** learning to manage emotions and relationships, developing respect for self and others, managing conflict and appreciating the consequences of choices made.
- **Knowledge and understanding:** learning to understand physical development at appropriate stages, human sexuality and self-awareness.

Safe and Effective Practice

We will ensure a safe learning environment throughout the teaching of RSE by ensuring that our core values underpin all of our learning in RSE. A set of class 'ground rules' are agreed between children and their teaching staff prior to beginning each session.

Staff will model and use 'distance' techniques in their delivery, but also in responding to children, to ensure children feel comfortable to speak freely without worrying that any particular question or response is aimed at them.

There will also be opportunities for children to ask potentially sensitive or controversial issues privately, by all children writing down questions on a sheet and the teacher being able to respond to the questions anonymously.

All staff teaching RSE will be supported by the PSHE/RSE lead.

Resources

All planning and resourcing materials can be found using the following pathway:

Staffshare > Curriculum > Subjects > PSHE and RSE > RSE Planning and Resources > CWP RSE Lesson Plans and Resources

Legislation (Statutory regulations and guidance)

Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education only, but not those which are part of the Science Curriculum.

Explanation on how to withdraw

We encourage parents and carers to allow all children to be included in the full RSE curriculum, due to the benefits that the curriculum offers. Additionally, children are likely to be aware of the areas of education they have been excluded from by hearing it 'third hand' from their peers

Parents/carers have the right to request that their child be withdrawn from some, or all, of the sex education element of the RSE curriculum, but please be aware, that this is not the entirety of the RSE curriculum and also does not include the statutory elements of Sex and Reproductive education under the Science curriculum.

If you would like to make a request for withdrawal, we ask that you make this request to class teacher in the first instance, we will arrange a meeting to discuss your concerns and highlight the benefits of receiving the full RSE curriculum as well as the possible detrimental effects that withdrawal will pose. Should you still choose to withdraw; alternative arrangements will be made for your child to ensure that they receive alternative, purposeful education during the period of withdrawal.

We recognise parent's right to withdraw and, if parents still wish to do so, this will be respected in every case.

There is no right to withdraw from the Relationships Education or Health Education elements of the PSHE and RSE curriculum.

Monitoring, reporting and evaluation

The head teacher, Governors, PSHE Lead and class representatives will review and evaluate the effectiveness of the programme each year.

The governing body (which includes elected parent representation) considers parental views on sex education matters to be very important. Parents wishing to express their concerns / views or make representation regarding sex education may do so at any time and such submissions should be sent to the head teacher. These will then be considered when the trustees carry out their annual policy review.

In addition, opportunities to express concerns or views about the school's approach to sex education exist at the special meeting for Year 5 and 6 parents. Our Science and PSHE Co-ordinators will monitor teaching and learning according to our school's policy.

Implementation will be monitored by the Head teacher, Deputy Head teacher and PSHE Co-ordinator and reported on to the governing body.

The Subject lead and governor responsible for RSE will carry out learning walks to monitor and evaluate the effectiveness of the RSE curriculum offer and report to the governing body their findings.

Action plans will be devised on a yearly basis and reviewed termly.

Safeguarding

We are aware that, the effective teaching of RSE brings an understanding of what is and what is not appropriate in a relationship is very important in safeguarding children's relationships now, and into the future. We are aware that the teaching of this can lead to a disclosure of a child protection issue. In this instance, staff will deal with the situation carefully and sensitively. Teachers will consult the designated safeguarding lead or, if unavailable, a deputy safeguarding lead.

If any visitors or external agencies are invited to support us in subject content related to the teaching of RSE or PSHE, we will ensure that they have an enhanced DBS (Disclosure and Barring Service) check in place and that a member of the teaching staff is present.

For any children considered vulnerable or 'at risk', careful planning around the delivery of RSE will take place. This may include; discussions with relevant parents and carers or children's services, if necessary.

Engaging Stakeholders

During the Summer Term 2020, Godstone Primary School launched the new RSE curriculum and a parent workshop took place, parents were able to view sample resources and ask questions. A copy of the policy will be available on our website and parents are able to request a hard copy from our school office.

We invite parents to share any questions, concerns or views at this meeting, or through our class parent representatives, in order that we can ensure that all key stakeholders views are taken on board and considered.

On an ongoing basis, we will ensure parents are aware of what is being taught within RSE through our termly curriculum overviews but also through a class letter, detailing more explicitly what topics will be covered. At any stage, parents are encouraged to meet with their child's class teacher to share any questions or views about this curriculum subject.

The PSHE / RSE lead will work closely with governors to ensure that they are involved in the design, implementation and review of the RSE policy and kept up to date with any new developments relating to this curriculum area.

The school will engage with pupils by encouraging a safe teaching environment in which children can share their views on the RSE content and what they would like to know. They will be encouraged to self-assess what they have learned, and what else they would like to know, enabling the teacher to respond directly to their enquiries.

5. Assessment, feedback and marking

Teacher assessments in all year groups:

Weekly: Within individual lesson through a range of Assessment for Learning techniques built into the scheme of work and through questioning.

At the end of a unit: By looking at pupils knowledge and understanding at the start of the unit of work and their knowledge and understanding at the end.

Termly: Teachers updating Sonar Tracker at the end of each term to indicate progress towards age related expectations

Feedback and marking in all year groups:

- Feedback and marking can take three forms
 - Immediate, summary or review – these can take back verbally or in written form
 - See Assessment, Feedback and Marking Policy for more detail.
- All work in folders is acknowledged

6. SEND support and intervention

At Godstone Primary and Nursery School all pupils regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress academically. We strive to ensure that all pupils feel that they are a valued member of the wider school community by:

- ensuring that the special educational needs of children are identified, assessed and provided for,
- having high expectations for all pupils with SEND, supporting them to meet or exceed the targets set for them based on their age and starting points,
- endeavouring to give pupils with SEND the support they need to ensure their full inclusion,
- creating an environment that meets the special educational needs of each child,
- ensuring that parents/carers are able to play their part in supporting their child's education.

We ensure RSE is inclusive and meets the needs of our pupils. Our aim is to support all children to go on to leave healthy, safe, positive and independent adult lives, including those with special educational needs and disabilities (SEND) by working closely with families of children with SEND, where the teaching of RSE may require extra consideration, ensuring the teaching and learning of the RSE curriculum is accessible to all by removing barriers to learning and providing supportive resources.

Where appropriate, teaching may be adjusted to ensure that it is age-appropriate, developmentally appropriate, but still following the statutory guidance.

We ensure RSE fosters gender equality and LGBT+ equality by ensuring that a positive discussion around these identities are opened up, creating a supportive environment so that children develop an understanding and acceptance of all family and relationship types. This ensures that needs of all pupils are appropriately met and that all children understand the importance of equality and respect. We will ensure that we comply with the Equality Act 2010.

All teaching will be delivered at an age appropriate level with resources and support provided on an individual needs basis to remove barriers to learning and secure progress in RSE.

7. Links with other policies

The PSHE policy supports and compliments the following policies:

- Child Protection and Safeguarding Policy
- Equality and Opportunities Policy
- Extremism
- British Values Policy

- PSHE Policy
- SMSC Policy
- SEND Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Relationships and Sex Education (RSE) Policy
- Online Safety Policy
- Assessment, Feedback and Marking Policy
- Curriculum Policy
- Educational Visits Policy
- EYFS Policy
- Homework Policy
- Individual Subject Policies
- Induction Policy

The documents that inform the schools RSE Policy include:

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