

Cale Green Primary School
Relationships and Sex Education (RSE) Policy
2017/8

Rationale

This policy covers the school's approach to teaching RSE. Aspects of RSE are taught as an integral part of the school's PSHE provision, from Reception through to Year 6. The aim is to develop children's ideas, knowledge, skills and attitudes gradually and age appropriately, ensuring that learning about puberty is taught *before* its onset.

Parents will be informed about the policy and it will be available on the school's website.

Statement of Aims for RSE

The learning outcomes of our programme will be that pupils will:

- develop confidence in talking, listening and thinking about feelings and relationships
- are able to name parts of their body and describe how their bodies work
- understand and be prepared for, and learn about, puberty *before* its onset
- can keep themselves safe and ask for help and support
- understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these
- understand the diversity of relationships that exist in society, promoting equality and respect.

RSE will:

- provide information which is easy to understand, relevant and appropriate to the age and maturity of the children
- include the development of communication skills
- encourage the exploration and clarification of values and development of positive attitudes relevant to life in modern Britain.

Statement of Values for RSE

The teaching of RSE will reflect the values of Cale Green and the PSHE programme. RSE will be taught in the context of relationships. In addition, RSE will promote a child's self-esteem and emotional well-being, mental health and help them to form and maintain worthwhile and satisfying relationships. These relationships will be based on developing an understanding of family life, respect for themselves and for others, at home, school, work and in the community.

Legal requirements of RSE and parents right to withdraw

The teaching of RSE is non-statutory and parents retain the right to withdraw their children from these elements of study. However, National Curriculum programme of study for Science at Key Stages 1 and 2 are statutory requirements and therefore compulsory. A termly PSHE newsletter is sent out, informing parents of what the children will be learning in RSE.

Parents and other agencies – consultation

Prior to introducing the RSE SPIRAL curriculum into Cale Green, a lengthy consultation process took place.

A general meeting was held, attended by staff, LA advisory teacher and parents and carers. Here, the content and aims of the curriculum were explained, in detail. This has been repeated twice since the introduction of the Spiral Curriculum.

This work was further expanded upon in workshops where parents and carers were given the opportunity to explore the actual content and material to be used to deliver the specific objectives of the SPIRAL curriculum.

Following these meetings it was agreed that each term, parents and carers would receive a newsletter which outlined what children in each year group will be taught in RSE. There are also puberty workshops for Key Stage 2 and an RSE lending library, where books chosen by parents can be borrowed.

In Year 5 parents and carers are invited to view a DVD resource before it is viewed by the children.

We are a 'listening school' and parents and carers are welcome to come into school at any time to discuss the PSHE and RSE curriculum. The policy, scheme of work and resources are available for parents / carers.

Annual RSE meetings are held for parents of KS2 children. These offer support and guidance to parents and information regarding RSE lessons during the coming year. In addition to this, an RSE lending library is available to parents throughout the school year.

The school offers an 'open door' policy and parents and carers are welcome to come into school at any time to discuss the PSHE and RSE curriculum. The policy, scheme of work and resources are available for parents / carers.

If parents and carers wish to withdraw their child from RSE then they should discuss this with the headteacher.

The RSE Curriculum

The RSE curriculum contains 3 main elements:

- Knowledge and understanding
- Attitudes and values
- Personal and social skills

These elements are covered through delivering the RSE SPIRAL curriculum. This document provides detailed lesson plans for KS1 and KS2.

The curriculum is split to cover major themes in a progressive way, ensuring that the objectives taught and materials used are age appropriate. Within each major theme, there is a range of learning objectives to be met.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings Friends Growing up	Feelings Friends and family Growing up Safety	Feelings Growing up Safety	Feelings Friendship Growing up Differences Safety	Feelings Friendships and relationships Growing up Family Safety	Feelings Friendships and relationships All change Growing up Stereotypes

These activities are grouped together to meet the learning objectives of 4 units of work (as previously highlighted). Coverage of these main areas is illustrated in the Scheme of Work.

For more detailed information, refer to the 'RSE Guidance for Schools' folders. These are located in the staff room.

RSE lessons are taught by the class teachers. This ensures the children are with an adult they feel comfortable with and is familiar to them. Outside agencies are used at times but this would be to enhance the learning that has already taken place.

Teaching and Learning

Dealing with sensitive issues

Wherever possible (taking into account family background, culture, religious belief and children's differing experiences) teachers should answer all questions relating to RSE in an open and factual way – for example using the correct names of body parts.

Teachers should use their professional judgement and discretion when answering questions raised by the children.

We will allow pupils to raise anonymous questions by the use of an 'ask it basket'. This allows children to write down any questions they have during or at the end of a lesson and the teacher will provide the answer in the next session. This also allows teachers to think carefully about their answers to questions. The answer may form part of the next lesson or may be a discussion with an individual child. A 'traffic light system' is also used for questioning.

The children will be able to role play situations they may find difficult / sensitive when speaking to adults at home and other techniques such as 'draw and write' and a 'graffiti wall' may be used to assess children's knowledge or progress.

To safeguard all those concerned teachers should not enter into discussions about their personal issues and lifestyle choices and no one (teacher or child) has to answer a personal question or a question about which they feel uncomfortable.

Resources

The resources used to support teaching and learning will be appropriate to the age of the children. The resources will also reflect the diverse nature of the school population. In order to support and enhance the teaching and learning of both PHSE and RSE the resources will be regularly updated / audited.

Confidentiality

Should any disclosures occur during the teaching of RSE, teachers should deal with the incident in line with the schools Safeguarding Children Policy. It should be made clear that teachers can never offer unconditional confidentiality.

SEN / Equal Opportunities / Inclusion / Diversity

All the children at Cale Green Primary School receive a broad and balanced RSE curriculum, regardless of their age, gender, ability or cultural origin. Teaching is differentiated to take into account children's differing abilities and learning styles.

Assessment, Reporting and Recording

Formative assessment is ongoing and is recorded on teacher's planning. Summative assessment is carried out in line with the school's policy for the assessment of foundation subjects. Parents will receive a statement of their child's progress in their personal and social development in their annual report.

Monitoring and Evaluation

The Subject Leader will monitor the teaching of RSE in accordance with the School Self-Review Policy and the monitoring timetable established for all Subject Leaders set out in the Subject Leader portfolio.

Other strategies / agencies

Whilst the RSE SPIRAL curriculum forms the basis of RSE teaching and learning within the classroom, a wide range of other strategies are in place. The school's Learning Mentor works in conjunction with class teachers to address specific issues relating to RSE.

The school also receives support from the Local Authority advisor and the associated PSHE network, PSHE Association and other agencies such as the Primary Behaviour Support Service to support the work done within school and to meet the needs of our children.

Review date

The RSE and policy will be reviewed annually by:

S. Phillips PSHE Subject Leader

D.Marshall Headteacher