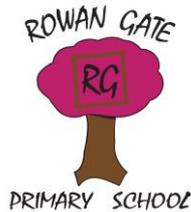


# ROWAN GATE PRIMARY SCHOOL



## A CURRICULUM POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

### POLICY REVIEW

This policy has been reviewed in line with the following: (Reviewer please tick box)

a) Ensuring the policy is up to date and meets mandatory requirements

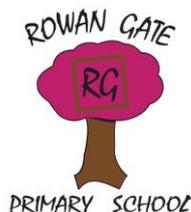
b) Ensuring the policy is fit for purpose and that practice adheres to the policy.

Reviewed in March 2021 by .....RALLEN.....

Print Name .....Rachel Allen .....

**Policy will be reviewed again in March 2022.**

# ROWAN GATE PRIMARY SCHOOL



## A CURRICULUM POLICY FOR RELATIONSHIPS AND SEX EDUCATION

*This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.*

*"This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum".*

### **Introduction**

#### **1. What is Relationships and Sex Education?**

"Sex and Relationships education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of Sex, Sexuality and Sexual health. It is not about the promotion of sexual orientation or sexual activity." (DFE July 2000)

#### **2. Why is Relationships and Sex Education important in schools?**

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Being able to talk/communicate about RSE from a young age supports children to feel comfortable and understand the importance of their own health and well-being. It also supports school to meet safeguarding obligations, teaching about the importance of learning about safety and risks in relationships of any kind.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way..."

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools..."

“ the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults...”

Taken from the DFE Relationships Education,, Relationships and Sex Education (RSE) and Health Education draft statutory guidance February 2019

## **2. Aims**

Rowan Gate Primary School aims to create a safe, supportive and caring community for everyone including pupils, staff, parents and governors. The school curriculum aims to provide opportunities for all pupils to learn and to achieve. We aim to promote the physical, emotional, cultural, moral and spiritual development of pupils within the curriculum and prepare all pupils for the opportunities, responsibilities and experiences of life both as individuals and as members of their communities. This we believe is essential to raising the standards of attainment of all pupils.

In RSE at RowanGate we aim to develop children’s understanding of safe, happy, positive friendships and relationships with staff and families. Providing a safe space for them to explore, develop and learn about positive relationships and know how/where to receive help and support when needed.

## **3. Objectives**

RSHE at Rowan Gate is developed from the PSHE association guidance, which has been linked to the RSHE compulsory units of:

- families and people who care for me
- caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental well -being
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By following the guidance and using our 5 keys, 10 keys to happier living, links with science, RE and computing children are provided with a range of opportunities to develop their RSE.

## **4. Organisation and Management**

According to the DFE RSE guidance RSE and Health Education must be accessible to all pupils.

“... In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law...”

During daily opportunities throughout the classes, transitions, playtimes and events at Rowan Gate RSE is continually implemented by

- encouraging friendships,
- teaching about turn taking,
- learning personal space, social expectations
- understanding appropriate behaviours
- taking responsibility for choices
- asking/communicating the need for help
- Using the 10 keys to happier living to plan and deliver well-being sessions
- Following the school's 5keys
- Certain aspects of the RE and science curriculum also support the teaching and learning of RSE.

As a school we follow the guidance that has been mapped out by the PSHE association. (Which due to it's length can be seen on shared documents as it differs for each curriculum) SLT and the PSHE coordinator monitor planning to ensure a breadth of coverage for RSE during topics. Staff should also feel confident to adapt planning and deal with situations when they arise to support positive RSE education, understanding and development.

### **How else RSE is taught/covered across the 5 areas of the curriculum?:**

#### **Pre-formal (KS1/2)**

Children will engage in activities related to their EHC plans and therefore encounter activities related to their cognition and learning, communication and interaction, social, emotional and mental health, sensory and physical and independence.

For RSE this may include developing an understanding of their likes/dislikes, abilities, independence and self care needs, who helps them and interactions with others.

#### **EYFS and Semi Formal Key stage one**

For these classes the Early Years Foundation Stage curriculum is followed and therefore children's Personal, Social and Emotional Development skills and activities related to their self-confidence and self-awareness, making relationships and managing feelings and behaviour supports knowledge of themselves and others, sharing, turn taking, making choices, feelings, changes and responsibilities. Within Physical Development Health and Self-care children also become aware of growing up, how to care for themselves and manage personal hygiene.

In Understanding the world, people and communities related activities also support the knowledge of others, family customs, changes and different beliefs.

#### **Key stage 2 semi- formal**

Teachers in Key stage 2 continue to build upon previous learning and skills within friendships, turn taking, making choices, feelings and behaviour and also use the PSHE scheme of work which links in the areas of RSE that also need to be covered.

#### **Key stage 2 formal**

Teachers in Key stage 2 continue to build upon previous learning and skills within friendships, turn taking, making choices, feelings and behaviour and also use the PSHE scheme of work which links in the areas of RSE that also need to be covered.

Sex education isn't compulsory at Primary age, however where developmentally appropriate and relevant teachers of older pupils will need to teach aspects of puberty and changes.

### **Developmentally appropriate aspects of RSE at Rowan Gate**

It is important to remember that all our children develop at different stages and many are not necessarily in line with their chronological age. Therefore teachers need to take this into account when planning RSE lessons and when teachers are using the RSE/PSHE guidelines they need to do so in an appropriate manner to the individual child.

Stand alone sex education lessons are no longer taught (as Sex Education is not compulsory at Primary age) but the developmentally appropriate information about body parts and changes should be taught alongside science lesson or as a class teacher feels necessary and needed

At times throughout their time at Rowan Gate Children may need individual 1-1 lessons/information about menstruation, family circumstances, protective behaviours.

The NSPCC PANTS RULE may also be appropriate to use with some children in school to support the understanding of appropriate physical contact.

### **Working with Parents**

At Rowan Gate Primary School we encourage close links between the school and the pupil's home to support their RSE development. Parents/carers have the right to withdraw their child from any sex education lessons but not Relationships education and therefore it is important that classes keep parents informed of the lessons they intend to teach at developmentally appropriate levels. We encourage frequent appropriate and open communication through:

- Invitation to assemblies and seasonal celebrations
- Open afternoons, open evenings and parent evenings, coffee mornings
- Open door policy
- Home/school books
- Family Liaison teacher
- Termly parents are invited to come in and share an activity with their child. This is arranged by the family liaison teachers.

At Rowan Gate Primary School we acknowledge the need for support and encouragement of parents in our efforts in RSE.

## **5. Equal Opportunities**

“In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

DFE 2019

To support this within the teaching of RSE, the 5 keys, 10 keys to happier living and SMSC teachers should ensure that stories or examples they are sharing about families, friendships and daily events include a wide variety of examples of race, gender, disabilities, single families, separated families, same sex relationships

Regardless of race and gender and taking the children's own individual learning difficulties into account all children will be given access to the RSE curriculum as appropriate.

Teachers will need to use their professional judgement where the class includes pupils from ethnic or religious communities with particular sensitivities.

## **7. Review**

This policy was reviewed in March 2021 and will be reviewed annually.

*(This policy was led by Mrs Rachel Allen)*