RSE Policy

The staff responsible for the RSE policy are:-

The Personal Development Team

The Governor responsible for the RSE policy are:-

Governors working with
The Personal Development Team

Agreed by Governors: 10th January 2025

Review Date: January 2026

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up and relationships and reproduction, in an age- and stage-appropriate manner. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, now and in the future.

We follow the new 2020 government guidance for relationships, Education, Relationships and Sex Education (RSE) and Health Education.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline….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' Secretary of State for Education, 2019

- From September 2020, all primary schools in England teaching 'Relationships Education' and 'Health Education'
- Guidance recommends all primary schools have a Sex and Relationships Education Programme that ensures 'boys and girls know about puberty and how a baby is born'

At Roydon Primary School, RSE is taught within our Personal, Social, Health and Economic (PSHE) education curriculum and our science curriculum and complements the wider ethos, values and principles of our school. RSE in this school includes learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

We aim to:

- Provide an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teach non-biased, accurate and factual information that is positively inclusive.
- Promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Help pupils develop feelings of self-respect, confidence and empathy. Promote safe, equal, caring and enjoyable relationships including friendships, families and online relationships.
- Create a positive culture around issues of sexuality and relationships; fostering gender equality and LGBTQ+ equality.
- Teach pupils the correct vocabulary to describe their emotions, bodies and relationships. Prepare pupils for the emotional and physical changes of puberty.
- Ensure pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Statutory Requirements

The majority of elements of the RSE curriculum are a statutory requirement to teach, in order for the school to meet DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, June 2019, and The Equalities Act, 2010.

Implementation

RSE is taught through a spiral curriculum (see Appendix 1). This approach means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage.

All RSE sessions will be age-appropriate and designed to meet the needs of all pupils in the class. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Across the school, RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Why do we teach RSE?

RSE takes away children's ignorance and not their innocence.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. These questions need to be answered honestly and age appropriately, avoiding any unnecessary mystery, confusion, embarrassment and shame.

It helps them to develop respectful and consensual attitudes and behaviours.

It helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help.

Will relationships include LGBTQ+ relationships?

The guidance states that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

RSE should meet the needs of all pupils, whatever their developing sexuality or identity – at our school, this is planned to include age-appropriate teaching about different types of relationships in the context of the law.

Primary schools can cover LGBTQ+ content if they consider it age appropriate to do so. We plan to include this at Roydon Primary School, through teaching about different types of family, including those with same sex parents.

Parents' right to withdraw their children

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is taught **outside** of the Science curriculum, but cannot withdraw from Relationships Education or Health Education.

So, what can parents withdraw their children from?

Learning how a baby is conceived and born (Year 6)

- Year 6 parents will be informed before Sex Education lessons are taught in the spring term.
- Parents will be encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Teaching and Learning

-PSHE Ground Rules are used in all PSHE and RSE lessons to create a safe and supportive learning environment.

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

- Pupils are able to ask anonymous questions. A question box or 'Ask-it basket' is available in every class.

-Teachers will answer questions as fully as they feel is age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. If pupils ask questions outside the scope of the learning intention, teachers will respond in an agreed manner.

- If necessary, teachers are able to ask a pupil to wait for an answer to give them time to consult with the subject leader or school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. (For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.')

- Resources used are flexible in order to meet the needs of the pupils and curriculum. A selection of these can be viewed if requested and samples will be presented for parents to view.

- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.

- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, role play/scenarios, card sorting and discussions.

- All pupils will regularly be made aware of how they can access help and support.

- We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

Entitlement and equality of opportunity

– Learning Together - all children have equal access to the RSE curriculum. At Roydon Primary School, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we

continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community. Delivery will be differentiated appropriately by class teachers, to ensure access by all children in every activity. Teaching will include a range of activities, resources and groupings to allow all children to make progress. Children who may have special needs will be supported by class adults, with the possible involvement of the Special Needs Coordinator (SENDCo).

Curriculum

There may be occasions where we need to adapt the curriculum as and when necessary. Relationships Education will focus 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.

Appendix 1

Kapow Primary – Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

Week	Autumn	Spring	Summer
Week 1	Self-regulation: My feelings **(6 lessons)** Lesson 1: Identifying my feelings	Managing self: Taking on challenges **(6 lessons)** Lesson 1: Why do we have rules?	Building relationships: My family and friends **(6 lessons)** Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	Building relationships: Special relationships **(6 lessons)** Lesson 1: My family	Self-regulation: Listening and following instructions **(6 lessons)** Lesson 1: Simon says	Managing self: My wellbeing **(6 lessons)** Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Please note that our reception units have not been organised into Cycle A and Cycle B because they follow the EYFS framework, rather than the statutory guidance for RSE, like our other year groups.

RSE & PSHE (Mixed-age) Year 1/2

	Families and relationships		Health and wellbeing		Safety and the changing body	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*	Communicating with adults*	Communicating with adults*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success	People who help to keep us safe in our local community	Road safety*
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset	Road safety*	Safety at home
4	Families are all different	Other people's feelings	Ready for bed?	Being active	Safety with medicines*	Safety with medicines*
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises	Making a call to the emergency services	What to do if I get lost
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet	The difference between secrets and surprises	The internet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth	Appropriate contact*	Appropriate contact*
8	Gender stereotypes*	Change and loss	People who help us stay healthy		My private parts are private*	My private parts are private*
9					Personal boundaries*	Personal boundaries*

RSE & PSHE (Mixed-age) Year 3/4

	Families and relationships		Health and wellbeing		Safety and the changing body	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary	Be kind online	Fake emails
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth	Cyberbullying	Internet safety: age restrictions
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation	Share aware	Consuming information online
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role	Privacy and secrecy	Tobacco
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems	First Aid: Bites and stings	First Aid: asthma
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions	Choices and influences*	Choices and influences*
7	Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty
8	Respecting differences*	Respect and manners	My happiness	Mental health	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up
9	Change and loss - bereavement*	Respecting differences				

RSE & PSHE (Mixed-age) Year 5/6

	Families and relationships		Health and wellbeing		Safety and the changing body	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness	Online friendships	Critical digital consumers
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?	Staying safe online	Social media
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health	First Aid: Choking	First Aid: Bleeding
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health	Alcohol	First Aid: Basic life support
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty
6	Bullying	Stereotyping	Healthy meals	Immunisation	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation Year 6: Conception
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns	Year 5: Menstruation Year 6: Conception	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth
8	Challenging stereotypes	Change and loss		Good and bad habits	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth	

Identity

	Cycle A	Cycle B
1	Year 6: What is identity?	Year 6: What is identity?
2	Year 6: Identity and body image	Year 6: Identity and body image