



WERRINGTON PRIMARY SCHOOL

RSE Policy

Editions and Revisions

April 2023	Vittoria Stockdale
Next Review Date	September 2024

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

INTENT

At Werrington Primary School, we believe in providing every pupil with open, honest, accurate and age appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into lessons or lectures, rather than addressed separately or in only one lesson. Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Documents that inform the school's Relationships Education 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)

Roles and Responsibilities

The Relationships Education programme in our school will be led by Vittoria Stockdale.

IMPLEMENTATION

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our Relationships Scheme of Work will follow the Cambridgeshire Scheme of Work. Learning in Relationships Education lessons will link to learning in Science, English and RE.

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including:

Circle Time

“Circle Time” sessions provide us with an effective method of organising PSHE activities as it has the following advantages: -

- a) it provides opportunities for children to care for, and support each other.

- b) it allows everyone to take part and draws out more shy children.
- c) it promotes tolerance and understanding.

Eye contact during these sessions is important and no one should be made to feel left out. Large group work can be done without children sitting in a circle.

Drama and Role Play

Drama and role play situations provide us with another useful approach. Children can meet problems and begin to consider methods of dealing with difficult situations. Drama allows opportunities for all children to respond and develop self-confidence and self-esteem.

IMPACT

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers annually in their school end of year report.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding Lead – Mrs Rachel Simmons

Safeguarding Deputies – Clive Moody/Liz McGrath/Bryoney Able

Nominated Governor for Safeguarding & Child Protection – Hannah Benn

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with Mr Ben Wilding in order to find out more about this.

Links to Other Policies

Our Relationships Education Policy links to the following other school policies:

Science & PSHE

Reviewing the Policy

This policy will be reviewed on a bi-annual basis by Vittoria Stockdale

Next review date September 2024

This will ensure that information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly.