

Willoughby Primary School

'Learning for Life'



RSE Policy

1. Aims and objectives

Aims and Outcomes of RSE in the curriculum:

1.1 The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

1.2 Morals, Values, Equalities and Safeguarding

The RSE programme at Willoughby Primary School reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

2. Teaching and learning style

2.1 How Relationships and Sex Education is organised in the curriculum.

RSE is not usually delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science. At Willoughby Primary School, the main RSE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

- 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.
- PSHE Ground Rules are used in all RSE lessons.

- Resources used are flexible in order to meet the needs of the pupils and curriculum although The Christopher Winter Project materials are used for specific lessons.
- Correct medical vocabulary will be used throughout the RSE curriculum
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance

2.1 Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum for Science, which are statutory. Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, are through the schools' website, prospectus and the RSE policy. Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher and/or head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom.

3. RSE curriculum planning

3.1 We teach RSE in a variety of ways. In some instances (e.g. Reproduction), we teach RSE as a discrete subject on occasions.

3.2 Some of the time we introduce RSE through other subjects, e.g. when teaching about body differences in science, children will look at male and female animals. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As there is an overlap between the programme of study for science and the aims of RSE, we use some of the science curriculum to cover the contents.

3.3 We also develop RSE through activities and whole-school events, e.g. on-line safety weeks, healthy eating topics, DARE programme in KS2 and Safety Zone in Yrs 5/6

4. Foundation Stage

4.1 We teach RSE in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Our teaching in RSE matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. (See Early Years Foundation Stage Profile.)

We also support citizenship education to our reception children, where we teach 'Understanding of the world'. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

5. Teaching RSE and citizenship to children with special educational needs

5.1 At our school we teach RSE to all children, whatever their age or ability. RSE forms part of the school curriculum, to provide a broad and balanced education to all children. Through our RSE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

5.3 Intervention for children with Special Educational Needs (SEN) will lead to the creation of an Extra Support Plan (ESP). The ESP may include, as appropriate, specific targets relating to RSE. (E.g. To be aware of being part of a whole class, when seeking help or wishing to speak; To work without causing others to be distracted.)

5.4 We enable pupils to have access to the full range of activities involved in learning RSE. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and recording

6.1 Teachers assess the children's work in RSE by making informal judgements as they observe them during lessons.

6.2 Children's progress and effort in RSE is reported to parents in their end of year reports, as part of their Science and PHSE report

7. Resources

7.1 We are using The Christopher Winter Project resources to supplement our teaching.

8. Monitoring and review

8.1 We have a named teacher as RSE co-ordinator and a named Governor. Governors will monitor the teaching and learning of RSE in line with the Programme of Governors' visits and on occasion join us for an RSE lesson. As we are a small school every teacher wears many hats, so we have a team approach to responsibility for the standard of children's work and the quality of the teaching.

- This RSE policy should be read in conjunction with the other school policies, e.g. Anti Bullying, Behaviour & Discipline, Collective Worship, Equal Opportunities, Foundation Stage, Race equality, Religious Education, PHSE

Equality and diversity principles are embedded as far as is possible within this Policy.

From May 2020 we review this policy every 4 years

Created: May 2020

Review: May 2024

Next Review: May 2024

Chair of Governors

Head Teacher

June 2020