

Priors Hall – a learning community Relationships and Sex Education (RSE) Policy 2023 - 2024



'Ready for Learning, Ready for Life'



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2023



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Approved: July 2023 1

Aims

At Priors Hall ALC, we acknowledge that every child is entitled to receive Relationship and Sex Education (RSE) regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children, as per DfE guidance. It is our intention that all children have the opportunity to develop skills in order to empower them to make positive decisions in their lives.

Moral and Values Framework

RSE will reflect the values of our PSHE curriculum and will be taught within the context of relationships within families. In addition RSE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Statutory Requirements

As a primary school, we must provide relationships education as per section 34 of the [Children and Social Work Act 2017](#) and specifically in the teaching RSE, we must have regard to the [statutory guidance \(DfE, 2019\)](#).

Objectives

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;

- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

CONTENT OF THE RSE CURRICULUM

To ensure progression and a spiral curriculum, we use Kapow, as our chosen teaching and learning programme and tailor it to the children's needs. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

As part of implementing the RSE curriculum, we consulted with children, parents and staff to ensure there was a general consensus on our approach to the policy and the curriculum content. As part of this, we held an RSE parent consultation where parents were asked to read through the content of our planned RSE curriculum. They then provided feedback to this consultation through a questionnaire and all feedback was acted upon.

PSHE lessons (which includes our RSE content) are categorised into five key topics, which we return to progressively in each year group, making pupil's prior and future learning clear. Topics will include:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

- Identity (Year 6 unit)

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'. (DfE, 2019)

It is important to explain that whilst the Family and Relationships topic covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the Kapow scheme. For example, in the Citizenship unit KS1 look at respecting differences and in KS2 children cover prejudice, discrimination and diversity. This holistic approach ensures learning is reinforced through the year and across the curriculum.

Health Education

Health Education in primary schools will cover 'Mental well-being', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs and alcohol and tobacco', 'Health and prevention', 'Basic first aid' and 'Changing adolescent body'.

In addition, the teaching of puberty is now a statutory requirement which sits within the 'Changing adolescent body' strand of Health Education and this is taught in Year 5.

Sex Education

Whilst Relationship and Health Education are both compulsory to teach, sex education is not compulsory beyond the national curriculum for science. The DfE Guidance 2019 does however recommend that all

primary schools *‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’*

It is important to note that the national curriculum for science also includes subject content in related areas:

- Year 1: Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe changes as humans develop to old age.
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We define Sex Education as understanding human reproduction and developing healthy relationships. We intend to teach this as part of our PSHE lessons through the delivery in our Year 6 unit of Safety and the changing body.

A full curriculum programme is available for parents to view at the parent information evenings in the summer term or upon request.

TEACHING THE RSE CURRICULUM

RSE will be co-ordinated by the Personal Development lead, PSHE Lead, the Wellbeing Team and the Science Lead, in close co-operation with the Curriculum Lead who has overall responsibility for the RSE curriculum.

Delivery will be:

- As topics through PSHE lessons.
- Delivered by class teachers who have formed positive relationships with the children.

- Active learning methods which involve pupils' full participation will be used.
- Delivered predominately as mixed sex groups, for example boys will be involved in menstruation talks but single sex groups will be used as and when deemed appropriate, for example, by offering opportunities for greater depth discussion.
- Protocols for the delivery of the RSE curriculum will be established, which are consistent across the school.
- The resources used will be made available for parents to view at an annual parents' meeting.
- Teachers have a clear framework of curriculum content. Any difficult or explicit questions raised outside the agreed content will be discussed with parents so that they may address at home or through the use of external agencies.

Children with Special Educational Needs and Disability

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education. This will be coordinated alongside the SENDCo and be appropriate for the specific needs of individuals.

Vulnerable Children

Teachers to be made aware of Child Protection or Looked After Children who may have specific issues surrounding the nature of RSE. They will have full access to the content of Relationship and Sex Education but will be made appropriate for the specific needs of the individual child.

SPECIFIC ISSUES STATEMENTS

Working with parents and pupil withdrawal procedures

Parents do not have the right to withdraw their children from relationship and health education or relevant aspects of the science curriculum.

Parents do have the right to withdraw their children from part of the RSE programme that is outside the compulsory elements in the RSE curriculum (sex education). Parents wishing to exercise this right are invited to contact class teachers who will discuss their concerns and the possible impact that withdrawal may have on the pupil. Parents need to understand that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed.

Schemes of work, resources and policies are available to parents upon request.

Teaching and outside agencies

At Priors Hall ALC, RSE lessons will be taught by class teachers. Outside agencies will be used to support and assist the teachers in the development of the classroom-based work. On rare occasions, outside agencies may be involved as part of the developmental programme. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance, these sessions will be jointly planned and run jointly between teaching staff and visitors with the class teacher present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS (Disclosure and Barring Service) checks. Lessons involving vulnerable children will be coordinated alongside the SENDCo and be appropriate for the specific needs of individuals.

Confidentiality and Handling Disclosure

During PSHE sessions, children may disclose a range of issues, including, FGM and sexual exploitation, of which staff are trained to be aware of and discuss appropriate measures when these are raised. We have robust reporting systems in place for safeguarding disclosures of which all staff are aware and receive regular training. If a child has a SEN need that is also classed as SEMH this would follow the graduated response procedure for referral. Please see Safeguarding Policy for further information.

Confidentiality

Whilst teachers will strive to be discreet and nurturing when dealing with an issue raised by a pupil, safeguarding protocols will be followed and pupils will be made aware that information cannot be held confidential.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Jacqueline White (Assistant Head and DSL), Tess McQuade (Headteacher and DDSL), Justin Pye (Assistant Head and DSO), Charlotte Brazier (Assistant Head and DSO), Alex Crawford (Nursery Lead Teacher and DSO), Lucy Nisbet (SENDCo and DSO) and Calla Haycock-Hall (Pastoral Lead and DSO).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.
- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.

- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** to report this concern.
- If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@iftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kimkemp@iftl.co.uk.

Appendix 1

Family and Relationship curriculum overview.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and Relationships	<ul style="list-style-type: none"> • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Healthy families • Friendships – conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change

Appendix 2

Health and Wellbeing curriculum overview.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health