Priors Hall – a learning community

RSE Policy

2026 - 2027

'Ready for Learning, Ready for Life'

Curiosity Kindness Resilience Respect

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 specials 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 a comprehensive programme that integrates, but is not limited to, the statutory content, we have chosen myHappymind Plus 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. We then cover the Sex Education elements by supplementing this using some of the Kapow programme of study.

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 are taught using myHappymind Plus, which includes the majority of the RSE content. The myHappymind scheme equips all children with the knowledge, skills and tools to develop their mental wellbeing and to thrive in the modern world. myHappymind Plus covers 100% of the mandatory Relationship and Health Education guidelines. Children from Nursery to Year 6 learn through five themes: meet your brain, celebrate,

appreciate, relate and engage. The content is progressive and Year 6 have a heightened focus on the transition to secondary school. A parent app allows children to explore the realm of mental health at home and for us to sign post parents to resources to support in the home when necessary. We supplement this using the Kapow scheme of work for the sex education elements of RSE. See appendix 1 which outlines the PSHE statements that are supplemented.

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)

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.

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 of our Year 6 unit.

A full curriculum programme is available for parents to view 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.
- Recording of work will be on children's individual iPads on Showbie.

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 withdraw their children from part of the RSE programme that is outside the compulsory elements in the RSE curriculum (sex education). At Priors Hall, this applies to two lessons taught in Year 6. 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 if necessary. 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), Calla Haycock-Hall (Pastoral Lead and DSO), Lucy Nisbet (SENDCo and DSO) and Jenny Forshaw (Safeguarding Administrator 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 (Matt Miller) via email on mmiller@iftl.co.uk or IFTL Safeguarding Lead (Victoria Blackmore) via email on vblackmore@iftl.co.uk

Appendix 1

Below are the PSHE Association Sex Education objectives that are not covered in the myHappymind Plus scheme and supplemented by Kapow.

KS1 Objectives (PSHE Association)	Kapow Lesson
H25 to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	Year 2 Safety & The Changing Body Lesson 4: Appropriate contact: My private parts
R13 to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	Year 2 Safety & The Changing Body Lesson 5: Appropriate contact: My private parts are private
KS2 Objectives (PSHE Association)	Kapow Lesson
H26 that for some people gender identity does not correspond with their biological sex	*Not covered in Kapow*
H30 to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	Year 4 Safety & Changing Body Lesson 6: Growing Up Year 5 Safety & Changing Body Lesson 3: Puberty Lesson 4: Menstruation Year 6 Safety & Changing Body

	Lesson 4: Physical and emotional changes of puberty
H31 about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	Year 4 Safety & Changing Body Lesson 7: Introducing puberty Year 5 Safety & Changing Body Lesson 3: Puberty Lesson 4: Menstruation Lesson 5: Emotional changes in puberty Year 6 Safety & Changing Body Lesson 4: Physical and emotional changes of puberty Lesson 5: Conception
H32 about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	Year 4 Safety & Changing Body Lesson 7: Introducing Puberty Year 5 Safety & Changing Body Lesson 3: Puberty Lesson 4: Menstruation Year 6 Safety & Changing Body Lesson 4: Physical and emotional changes of puberty
H33 about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to	Year 6 Safety & Changing Body Lesson 5: Conception Lesson 6: Pregnancy and birth

prevent a baby being made); how babies need to be cared for[1]	
H34 about where to get more information, help and advice about growing and changing, especially about puberty	Year 4 Safety & Changing Body Lesson 6: Growing up Year 5 Safety & Changing Body Lesson 3: Menstruation Lesson 4: Menstruation Lesson 5: Emotional changes during puberty Year 6 Safety & Changing Body Lesson 4: Physical and emotional changes of puberty
H45 that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]	*Not covered in Kapow*
R2 that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	Year 5 Safety & Changing Body Lesson 5: Emotional changes in puberty *Not covered in Kapow