

Relationships and Sex Education Policy (RSE)

Our Whole School Values:

Be kind, be brave, be responsible,
be positive & be inclusive



Our Learning Behaviours:

Resilient Rhino, Teamwork Tiger,
Independent Iguana, Creative Chameleon
& Concentrating Crocodile

Our Intent

At Moss Hey our challenging and creative curriculum inspires our children to know more and remember more.

We develop curious, resilient and enthusiastic learners to prepare our pupils for the next phase of education and beyond.

PSHE

"Coming together is a beginning. Keeping together is progress. Working together is success."

Intent:

To create a happy and safe environment where children are able to take risks, develop relationships and embrace learning opportunities for their future.

Rationale & Ethos:

We believe relationships and sex education is a crucial aspect of our curriculum as it contributes to preparing our children for the challenges, opportunities and responsibilities beyond Moss Hey Primary and into adult life.

Our comprehensive SRE programme underpins our PSHE intent and our overarching school aims; our golden thread values and learning behaviours so that children can grow, learn and develop positive, healthy behaviours for life.

Our balanced and broad curriculum promotes spiritual, moral, cultural, mental and physical development. As well as preparing our children for opportunities, responsibilities and experiences RSE also safeguards our children and promotes their emotional well-being and resilience.

We view the partnership of home and school as vital in providing an understanding of:

- diversity and inclusion
- healthy relationships
- promoting equality in relationships
- the skills and knowledge to safeguard themselves, including consent
- a range of views and beliefs about relationships and family types in society
- the way their bodies and feelings change as they grow and develop
- keeping safe both on and offline
- the role the media plays in forming attitudes
- the physical and emotional changes into adulthood
- helping children to build their personal identities, confidence, and self-esteem
- how and where to access appropriate support

Our world, especially technology is evolving at a tremendous pace and it is our intent through our curriculum to protect, safeguard and promote the wellbeing of our pupils as well as educating them to respect themselves and others so that they have the understanding to develop healthy relationships and to prepare them for the future.

Legislation (statutory regulations and guidance)

We are required to teach relationships education as part of our curriculum. Documents that support the school's RSE policy and curriculum are:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'
- Children and Social Work Act (2017)

Roles and Responsibilities

The Role of Parents

The primary role in children's RSE lies with parents and carers and we wish to build a positive and supporting relationship with families at our school through mutual understanding, trust and co-operation.

- Parents / carers to be familiar with this policy and our curriculum*
- Support our values and ethos
- To ask any questions or raise concerns they may have about the RSE of their child
- Parents have the right to withdraw their children from those aspects of sex education, not included in the Science Curriculum. (However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.)
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively
- Ensure that members of staff are given sufficient training and resources, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy
- Monitor the effectiveness of our curriculum and keeping our intent at the centre of everything

The Role of the School Community

- The policy was created by the Head Teacher and subject leader for PSHE in consultation with governors

- Governors are informed about the curriculum in our termly teaching and learning committee meeting
- Governors actively monitor PSHE alongside the Head Teacher and subject leader

The Role of the School Community

- Teachers were consulted and actively involved in writing our RSE policy
- Teachers follow our PSHE curriculum ensuring teaching and learning is progressive and meeting the needs of their pupils
- Teaching assistants understand our curriculum and support learning in both whole class and small group situations
- As a school we are supported by the Local Authority through staff training, parent workshops and sharing of resources

Our Curriculum

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. **RSE is not about the promotion of sexual activity.**

Our RSE programme is an integral part of our PSHE education provision and has been carefully planned to show progression from reception to year 6. We use 1Decision alongside resources from NSPCC, Spiral Curriculum resource, ABCD Anti-Bullying Celebrating difference resource, Real Love Rocks Barnardo's and Feeling Good Emotional Wellbeing Programme.

Although we have long term plans to ensure quality of coverage these will be amended, taking into account each cohort / individual needs.

The themes included in our progression plan are:

- **Reception:** Friendship, families
- **Year 1:** Friendship, families, appropriate touch
- **Year 2:** Keeping our bodies safe, growing & changing and families
- **Year 3:** Different types of families; exploring relationships; consent
- **Year 4:** Appropriate touch; exploring relationships (marriage & civil partnerships)
- **Year 5:** Puberty; protecting our own body (NSPCC); consent
- **Year 6:** Puberty (body changes and emotions), healthy relationships and conception, gender identify and sexual orientation; misogyny.

Answering Difficult Questions

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

Inclusion.

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect

the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Moss Hey Primary and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Safe and Effective Practice

We will ensure a safe learning environment by staff and pupils:

- Using restorative approaches during lessons
- Establish clear rules to create a safe learning environment which is non-judgemental
- Children are able to opt out or leave for short periods of time if they need to
- In KS2 children are informed about the subject being discussed prior to the lesson

Safeguarding

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

In these incidents staff will follow our safeguarding procedure and inform the designated safeguarding lead (Headteacher).

Agreed by the Governing Body: Autumn 2023

Review: Autumn 2026