

# Halsall St Cuthbert's Primary School



## RSE Policy

Adopted : January 2025

Reviewed : January 2026

Subject Lead – Mrs C Woolrich

Nominated Governor – Mrs A Throp

### What is RSE?

Relationships and Sex Education (RSE) is an identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.

### RATIONALE

RSE:

- aids in the safeguarding of our children.
- promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, and nurtures respect for different views.
- fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.

- seeks pupils' and parents' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- aids children in the management of their own feelings and behaviour, and how they relate to others.
- helps children to understand how to keep themselves safe from sexual exploitation, including when using the internet and social media.
- equips children with the knowledge of how to keep themselves healthy, both emotionally and physically.
- aids personal development, so that they are well prepared to respect others.

## CURRICULUM

RS is an integral part of our PSHE curriculum here at Halsall. It covers the following learning, taken from the Government document *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)*.

### Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources.

## TEACHING AND LEARNING

Teaching and learning in this subject should be very similar to that in any other subject. Lessons should be delivered where pupils feel safe and are encouraged to participate by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Relationships Education requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Setting and agreeing appropriate ground rules
- Teacher knowledge, skills and confidence in how to deal with sensitive issues, including potential allegations.

Lessons should begin where the pupils are, so that progress is developmental and builds on children's needs and existing knowledge.

Relationships Education is taught by staff regularly trained in RSE and PSHE. All Relationships Education lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils.

## CREATING A SAFE AND SECURE LEARNING ENVIRONMENT

This is essential to effective Relationships Education. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback. A safe, secure environment will also help teachers to feel confident when managing discussions about sensitive issues.

## SINGLE SEX OR MIXED GROUPS

All lessons will be taught as mixed groups, except for the puberty lessons in Years 5 and 6.

## CONFIDENTIALITY AND SAFEGUARDING

Staff cannot offer or guarantee pupils unconditional confidentiality. If a member of staff feels that a child is at risk, they should discuss this immediately with the school's Designated Safeguarding Lead. External agencies delivering programmes should be made aware of the school's safeguarding policy and procedures.

## TERMINOLOGY/LANGUAGE

The scientific names for body parts and the sexual organs should be used across school. These may be referred to as doctor words in EYFS and KS1. It is important to recognise that families will have their own language when referring to body parts, including genitalia, but children should learn the correct medical words at school, forming a key part of safeguarding.

## PARTNERSHIP WITH PARENTS /CARERS

As part of our whole school approach to RSE, information and opportunities for parents to view the materials and resources used will be provided by the PSHE lead. Parents will be notified of when their children are going to cover puberty and conception.

## THE RIGHT TO WITHDRAW

Parents have the right to withdraw their children from all, or part of the Relationships Education curriculum, except for those parts included within the National Curriculum (Science).

## EQUAL OPPORTUNITIES

All pupils have equal access to the RSE Curriculum and opportunities are provided for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups and pupils from diverse linguistic backgrounds.

## SPECIAL EDUCATIONAL NEEDS

At our school, we teach RSE to all pupils, whatever their ability. RSE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We provide learning opportunities that enable all pupils to make progress and set suitable learning challenges to respond to each pupil's different needs.

## ASSESSMENT

Assessment will be carried out through:

- teacher observation of a child as an individual.
- teacher observation of a child within a group.
- observing/ listening when a child responds in class.
- using assessment opportunities provided by

## Role of Governors/Parents

Our governors determine, support, monitor and review the school's policies.

At Halsall, we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding a 'meet the teacher' evening at the start of the school year to inform parents how all subjects are taught throughout the school year.
- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- disseminating information about RSE learning on the school web site that all parents can access it.

## The role of the subject leader

- Take the lead in policy development
- Determine the aims of RSE in accordance with the new guidelines
- To devise RSE curriculum in line with requirements of the new guidelines
- Support colleagues in the development and the implementation of this curriculum
- Support colleagues in assessment and record keeping activities
- Monitor progress in RSE and advise the Head Teacher on action needed
- To provide and organise resources within the school
- To attend relevant courses to keep up-to-date with current procedures
- To keep other colleagues informed of professional development by sharing information
- Keep up to date with developments in RSE and disseminate information to colleagues as appropriate
- Conduct school audits
- Carry out walkthroughs and assess learning environments
- Create an action planner (which is linked to the school improvement plan)

The RSE Subject Leader in school is Mrs C Woolrich

- PSHE Association <https://www.pshe-association.org.uk/>
- DfE Relations Education Guidance
- Sex Education Forum <https://www.sexeducationforum.org.uk/>

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