

St Andrew's CE Primary School



RSE Policy

Approved by:

Governing Body

Date: March 2025

Next review due by:

March 2026

1. Introduction

- 1.1 The purpose of this policy is to ensure that St Andrew's CE Primary School provides a safe, inclusive, and comprehensive Relationship and Sex Education (RSE) curriculum that meets the needs of all pupils. This policy aims to promote positive relationships, personal development, and well-being, while adhering to the latest UK government legislation and best practices in education.
- 1.2 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.**
- 1.3 We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

1.3 This policy is in compliance with the following legislation and guidelines:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019
- The Equality Act 2010
- The Education Act 1996
- The National Curriculum for England

2. Curriculum Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

3. Roles and Responsibilities

2.1 The Headteacher is responsible for:

- Ensuring the effective implementation of this policy
- Providing leadership and support to staff in delivering the RSE curriculum
- Monitoring the quality and effectiveness of RSE provision
- Ensuring appropriate resources and training are available for staff

2.2 RSE Coordinator and ELSA are responsible for:

- Leading the development and implementation of the RSE curriculum
- Providing guidance and support to staff in delivering RSE lessons
- Collaborating with external agencies and professionals to enhance RSE provision
- Monitoring and evaluating the impact of RSE provision

2.3 Teachers are responsible for:

- Delivering age-appropriate and inclusive RSE lessons in line with the school's curriculum
- Creating a safe and supportive learning environment for discussions on sensitive topics
- Addressing students' questions and concerns in a respectful and non-judgmental manner
- Reporting any safeguarding concerns to the designated safeguarding lead

2.4 Parents and carers are encouraged to:

- Engage in open and honest conversations with their children about relationships and sex education
- Support the school's RSE curriculum by reinforcing key messages and values at home
- Attend parent workshops and information sessions to enhance their understanding of RSE

3. Implementation Strategies

3.1 Curriculum Content

- The RSE curriculum will be age-appropriate, inclusive, and sensitive to cultural and religious beliefs.
- It will cover topics such as healthy relationships, consent, puberty, sexual health, and online safety.

3.2 Delivery of the Curriculum

At St Andrew's CE Primary School we use a programme called 1 Decision. The 1 Decision programme covers the new statutory requirements. You will find every area of the new framework has been explored and referenced against our primary school resources.

From September 2020, Health Education and Relationships Education became statutory in all schools across the UK. Following this decision by the DfE, the 1Decision team have created a mapping document to support schools.

This document looks at how the PSHE Association's updated Programme of Study (2020) and the 1Decision resources are mapped against the new statutory framework.

1Decision provides 17 modules, which are recommended for students in years 1-6. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment.

Every school has the right to choose the content which they feel is suitable for their students. This will be dependent on social need, maturity, and their environment. 1Decision provides flexible content, which can be used as a standalone resource or alongside additional material, to fulfil the expectations of Health Education and Relationships Education.

An overview of our 5-8 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

Keeping/Staying Safe <ul style="list-style-type: none"> Road Safety Leaning Out of Windows Staying Safe Tying Shoelaces 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Eating Brushing Teeth Washing Hands Medicine 	Relationships <ul style="list-style-type: none"> Bullying Body Language Friendship Touch 	Being Responsible <ul style="list-style-type: none"> Practice Makes Perfect Helping Someone in Need Stealing Water Spillage
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Worry Anger Grief 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	Money Matters <ul style="list-style-type: none"> Money Matters Access to Nationwide Education resources 	Hazard Watch <ul style="list-style-type: none"> Is it safe to eat or drink? Is it safe to play with?
Special Edition Module - Fire Safety <ul style="list-style-type: none"> Hoax Calling Petty Arson Enya and Deedee Visit the Fire Station Texting Whilst Driving 			

An overview of our 8-11 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

Keeping/Staying Safe <ul style="list-style-type: none"> Cycle Safety Peer Pressure Water Safety Keeping/Staying Safe Documentary 	Keeping/Staying Healthy <ul style="list-style-type: none"> Healthy Living Smoking Alcohol Keeping/Staying Healthy Documentary 	Growing and Changing <ul style="list-style-type: none"> Relationships Puberty Conception Growing and Changing Documentary 	Being Responsible <ul style="list-style-type: none"> Coming Home on Time Looking Out for Others Stealing Being Responsible Documentary
Feelings and Emotions <ul style="list-style-type: none"> Jealousy Anger Worry Feelings and Emotions Documentary 	Computer Safety <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	The Working World <ul style="list-style-type: none"> Chores at Home Enterprise In-App Purchases The Working World Documentary 	A World Without Judgement <ul style="list-style-type: none"> Breaking Down Barriers Inclusion and Acceptance British Values A World Without Judgement Documentary

3.3 Staff Training

- All staff members involved in delivering RSE will receive appropriate training and professional development.
- Training will cover areas such as safeguarding, inclusivity, and effective teaching strategies for sensitive topics.

3.3 Parental Engagement

- The school will provide regular opportunities for parents to be involved in the development and review of the RSE curriculum.
- Parent information sessions will be organised to address any questions or concerns.

4. Right to Withdraw

4.1 We believe that successful teaching around RSE can only take place when parents and school work together. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

A letter will be sent to parents annually to inform parents prior to the delivery of our RSE units of work and we have an open-door policy to give parents the opportunity to speak to staff about any concerns.

4.2 We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

4.3 We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Parents cannot withdraw their child from Relationships or Health Education because it is statutory and important that all children receive the content, covering topics such as friendships and how to stay safe. However, if parents do not want their child to take part in some or all of the lessons on Sex Education, they must ask that they are withdrawn and the head teacher must grant this request.

5. Asking Questions

5.1 We are aware that children are likely to have many questions that may occur at any time. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

5.2 We believe far more beneficial that children receive honest, open answers from safe adults in a controlled and regulated environment. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to

ask questions without judgement rather than searching for answers on the internet which could place them at risk of harm.

5.3 We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

5.5 Staff have received training as to how to deal with children's questions age appropriately.

5.6 Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either parties vulnerable.

6. Equality and Diversity

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects ((DfE, RSE, 2019). Pupils with special educational needs and disabilities (SEND) Relationships Education, RSE and Health Education will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND) who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility in our schools. Tailored content and teaching of these subjects will be delivered to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, our schools will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

7. Review Mechanisms

7.1 Monitoring and Evaluation

- The effectiveness of the RSE curriculum will be monitored and evaluated on an ongoing basis.
- Feedback from pupils, staff, and parents will be sought and used to inform improvements.

7.2 Policy Review

- This policy will be reviewed annually to ensure it remains up to date with legislation and best practices.
- The review will involve consultation with relevant stakeholders, including staff, parents, and students.

8. Related Procedures

8.1 Safeguarding

- The school's safeguarding procedures will be followed when addressing any concerns related to RSE.
- Staff members will be trained to recognise signs of abuse or neglect and report them to the designated safeguarding lead.

8.2 Confidentiality

- All discussions and disclosures during RSE lessons will be treated with the utmost confidentiality, unless there are safeguarding concerns.