

Broomley First School



Curriculum Policy RSE

Policy Reviewed	September 2021
Adopted	September 2020
Next Review	September 2022
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Rational

This policy covers Broomley First School's approach to Relationships and Sexual Education (RSE). Current legislation and guidance from the Department for Education states that from September 2020 Relationships Education will be compulsory for all pupils receiving primary education. The school recognises that it has a statutory duty to deliver Relationships Education from September 2020 and will do so in an age appropriate curriculum.

This policy is written mindful that the school is a First School with an age range from 3 to 9 years, and as such may differ from other primary school policies which cover more focused sex education topics.

Definition

We define 'relationships and sex education' (RSE) as the teaching and learning about the emotional, social and cultural development of pupils, including learning about positive relationships, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing ideas and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The focus at Broomley First School, is on Relationship Education teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our RSE curriculum provides honest, medically accurate information so that pupils can learn about their bodies and keep themselves safe.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring our curriculum is age appropriate and tailored to individual needs. We also ensure RSE fosters gender equality and LGBT equality by discussing how families of many forms can provide a nurturing environment for children.

The aims of RSE at Broomley First School are to:

- Help pupils develop feelings of 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.
- Provide a framework in which sensitive discussions can take place.



Morals and Values

Our programme will encourage and reflect the relationship values outlined in the National Curriculum and build upon the ethos of the school.

- Everyone has a right to feel safe.
- Everyone has the right to make informed choices.
- Everyone has the right to be different.
- We should respect ourselves and others.

RSE at First School will encompass:

- Physical, moral and emotional development.
- An understanding of different types of relationships.
- An understanding of stable, loving relationships.
- Respect, love and care.

It is not about the teaching or promotion of sexual activity, puberty or sexual orientation, as this would be inappropriate for the age of the children in school.



Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision. The scheme of work for Broomley First School maps out units of work for each year group which progresses and returns to themes as children develop and mature through the school. See Appendix 1.

We also teach RSE through other subject areas (eg Science, PE, RE and ICT) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE and Equalities children reflect on family relationships, different family groups and friendship.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, assemblies and our behaviour and reward policy.

Through our curriculum plans the children will:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body correctly
- Know how their bodies work (age appropriate).
- Know when things don't feel right and be able to ask for help and support.
- Develop the skills to ask open questions and be confident to talk about more complex issues as they grow older.

Pupils and teachers will critically reflect on their teaching and learning of RSE to adapt and improve the curriculum. Pupil Voice will also be used to evaluate the curriculum.



Roles and Responsibilities

The Role of Parents

The school respects that the primary role in children's RSE lies with parents and carers. However, we believe that the school has a complementary role to play in delivering RSE in a holistic manner through our school curriculum. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we will:

- Inform parents about the schools RSE policy and practice.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements of RSE in the school.
- Parents do not have the right to withdraw their child from relationships education.

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.
- Monitor this policy on a regular basis and report to Governors on the effectiveness of the policy.

The Role of Staff

Staff are responsible for:

- Delivering RSE in a sensitive manner.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

The Role of Pupils

Pupils are expected to engage fully with RSE, and when discussing issues related to RSE, treat others with respect and sensitivity.

Policy Development

This policy has been produced in consultation with teachers, pupils and parents/carers and we view the partnership of home and school as vital in safely delivering RSE. The consultation and policy development process involved the following steps:

1. Review - SLT reviewed all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff will be given the opportunity to look at the policy and make recommendations.
3. Parent consultations - parents/ carers are to be consulted on the policy and queries and questions responded to.
4. Ratification - once amendments are made, the policy will be shared with Governors and ratified.

Complaints

Any complaints concerning the delivery of the RSE curriculum should be addressed through the school's complaints procedure.

The right to withdraw pupils from RSE education

Parents/carers can only withdraw pupils from non-statutory parts of the curriculum. Should we plan to deliver any such content parents will be consulted and informed consent will be requested.

Implementation

A copy of this policy will be kept in the Safeguarding Policy file in the office and a copy will be posted on the school website.

Equal opportunities

This policy applies to all pupils regardless of gender, race, creed and ability.

This policy will be reviewed every 2 years to ensure it remains in line with DfE advice and guidance.