RSE POLICY

This Aldborough Primary Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Summer 2026
REVIEW FREQUENCY	Annually
REVIEW DUE	Summer 2027
STATUTORY REQUIREMENT	YES

AMENDMENTS

Date	Summary of Amendment/s
July 2021	HT name changed on letter to parents/guardians and letter amended to support current practice.
	Equality Impact Assessment completed
Summer 2022	No changes.
Summer 2023	Letter to parents/carers removed to support current practice. Values, aims and objectives section amended to include KAPOW scheme and links to PHSE. Subject leadership amended to curriculum leader.
Summer 2024	Addition of paragraph outlining needs of SEND children within RSE.
Summer 2026	Updated 5 half termly themes in line with new government guidance

Introduction

This Relationships and Sex Education (RSE) Policy covers Aldborough Primary School's approach to teaching relationships and sex education. It was produced following consultation with the whole school community including pupils, parents/carers, staff and school governors.

It will be reviewed every year, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation, referencing in the school prospectus and a link from the school website. At APS we have complete transparency with parents and share our scheme with them through our half termly curriculum statements. If a hard-copy of the document is required the school will provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of Aldborough Primary School and in conjunction with our PHSE curriculum. RSE/PSHE is taught through five half termly themes with each year group studying the same unit at the same time (at their own level):

- Personal
- Social
- Health
- Citizenship
- Economic
- Sex Education

Specific themes of RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. There is also an emphasis on on-line safety and age limits within social media. In addition, RSE at APS will include personal safety and first aid, rails and water safety and the correct use of body vocabulary. RSE involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.

- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.

- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.

- ✓ Providing protection from shock or guilt.

- ✓ Actively involving pupils as evaluators to ensure relevance.

- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

RSE Curriculum:

The RSE curriculum has been planned following pupil consultation and follows the KAPOW scheme. The KAPOW scheme is undated on an annual basis to reflect new guidance published by the Dept of Education. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum and that it meets the needs of children living in modern society. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet latest government RSE guidance and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSE Leadership & Training:

The RSE/PSHE programme will be co-ordinated by the curriculum subject leader who is currently Nicola Cuthill and taught by teaching staff, supported by school nurses, visitors and outside agencies where appropriate. All staff involved in the delivery of RSE have

received training ensuring pupils are taught with consistent approaches to RSE throughout their time at Aldborough Primary School.

Teaching Strategies:

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Aldborough Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and also have frequent opportunities to ask anonymous questions. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of lessons, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we will respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of each topic. This will ensure that pupils are making sufficient progress, building on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under

pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when takes place through collaboration between school and home. The school will provide support to parents/carers through literature, online resources as well as face to face meetings, providing valuable opportunities to share and discuss topics in order to develop awareness of emerging RSE topics, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

RSE and SEND

As a school, we are aware that RSE must be accessible to all pupils including those with SEND and this must be carefully considered in the planning and teaching of this curriculum area. At times, this may mean that teaching needs to be differentiated and personalised to appropriately meet the needs of the pupils. The aim will always be to take into account the SEN code of practice's goal of preparing for adulthood and what that may look like in a primary school, i.e. preparing children for the RSE teaching they will receive at high school in a way that is sensitive and developmentally appropriate. The school will be careful to pass on to high schools the level of learning of pupils if this is different to what would be expected.

We will also take into account that some pupils with SEND may be more vulnerable to exploitation, bullying and other issues. As such, it is particularly important that these pupils are taught strategies, social rules and laws in a way that is accessible to them.

This policy complements the following policies:

- Behaviour & Anti-bullying
- Safeguarding
- SEND & Inclusion
- E-Safety