

RSE Policy 2024 - 2025

Statement of Intent

At **Fulwood and Cadley Primary School**, we recognise the importance of providing pupils with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A core component of this is **Relationships Education**, which is essential for all primary-aged pupils. This curriculum ensures that pupils gain the knowledge they need to make informed decisions about their well-being, health, and relationships, while fostering their self-efficacy. Additionally, **Health Education** focuses on equipping pupils with the knowledge necessary to make sound decisions regarding their own health and well-being.

We are committed to delivering a high-quality, age-appropriate, and evidence-based **Relationships, Sex and Health Education (RSE)** curriculum that meets the needs of all our pupils. This policy sets out the framework for our **RSE** curriculum, providing clear guidance on how it is developed, structured, and delivered.

Legal Framework

This policy adheres to relevant legislation and statutory guidance, including, but not limited to, the following:

- Section 80A of the **Education Act 2002**
- **Children and Social Work Act 2017**
- **The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019**
- **Equality Act 2010**
- **DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'**
- **DfE (2013) 'Science Programmes of Study: Key Stages 1 and 2'**
- **DfE (2020) 'Teaching about Relationships, Sex, and Health'**

Related School Policies

This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Behavioural Policy**
- **SEND Policy**
- **Inclusion Policy**
- **Equal Opportunities Policy**
- **Harmful Sexual Behaviour Policy**
- **Pupil Confidentiality Policy**
- **Anti-Bullying Policy: Pupils**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **E-safety Policy**
- **Visitor Policy**

The RSE policy is embedded within the school's broader commitment to providing a safe, respectful, and inclusive learning environment, ensuring that all pupils are equipped with the knowledge and skills needed for their personal development and future well-being.

Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring that all pupils make progress in achieving the expected educational outcomes for **Relationships, Sex, and Health Education (RSE)**.
- Ensuring that the curriculum is well led, effectively managed, and thoroughly planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is accessible to all pupils, including those with **Special Educational Needs and Disabilities (SEND)**.
- Providing clear and accurate information to parents about the subject content and their right to request that their children are withdrawn from specific aspects of the curriculum.
- Ensuring that appropriate resources, staffing, and timetabling are in place to enable the school to meet its legal obligations in delivering **RSE**.

The Headteacher is responsible for:

- The overall implementation and management of this policy.
- Ensuring that all staff are suitably trained to deliver **RSE** effectively.
- Ensuring that parents are fully informed about the **RSE** policy and have an understanding of the content being taught.
- Reviewing and discussing requests from parents to withdraw their children from certain aspects of **RSE**.
- Organising alternative education for pupils, where necessary, to ensure that it is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of the **RSE** policy.
- Reviewing and updating this policy annually to ensure it remains relevant and effective.

The Relationships, Sex and Health Education Subject Leader is responsible for:

- Overseeing the delivery of the **RSE** curriculum across all year groups.
- Ensuring that the **RSE** curriculum is age-appropriate, high-quality, and based on the latest evidence and best practices.
- Ensuring that teachers are provided with appropriate resources and materials to support the effective teaching of **RSE**.
- Ensuring that the school meets its statutory requirements with regard to the delivery of **Relationships, Sex and Health Education**.
- Ensuring that the **RSE** curriculum is inclusive, accessible, and caters to the needs of all pupils.
- Collaborating with other subject leaders to ensure the **RSE** curriculum complements, but does not duplicate, content covered in other areas of the national curriculum.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate **RSE** curriculum in line with statutory guidance and the school's policy.
- Using a variety of teaching methods and resources to engage all pupils, ensuring the curriculum meets the needs of a diverse range of learners.
- Ensuring that their personal views and beliefs are not expressed during the delivery of **RSE** lessons.
- Modelling positive attitudes and behaviours related to relationships, sex, and health.
- Responding to any safeguarding concerns in accordance with the **Child Protection and Safeguarding Policy**.
- Acting in accordance with the school's planning, monitoring, and assessment procedures for **RSE**.
- Liaising with the **SENCO** to identify and support the needs of pupils with **SEND**.

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- Working closely with the **RSE** subject leader to monitor, evaluate, and improve the quality of the curriculum delivery.

The SENCO (Special Educational Needs Coordinator) is responsible for:

- Advising teaching staff on how to best identify and support the individual needs of pupils with **SEND**.
- Advising teachers on the appropriate use of Teaching Assistants (TAs) to support pupils with **SEND** in accessing the **RSE** curriculum.
- Collaborating with the **RSE** subject leader to ensure that the curriculum is appropriately tailored to meet the needs of pupils with **SEND**.

These roles and responsibilities work in tandem to ensure that the **RSE** curriculum is effectively delivered and accessible to all pupils, creating a safe, respectful, and supportive learning environment.

Organisation of the Curriculum

Fulwood and Cadley is required to deliver **statutory Relationships Education and Health Education**. For the purpose of this policy:

- **Relationships and Sex Education (RSE)** is defined as teaching pupils about healthy, respectful relationships. This includes understanding family and friendships in all contexts, including online interactions, and developing an understanding of human sexuality.
- **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and empowering pupils to make informed, healthy lifestyle choices.

The **Relationships Education and Health Education** curricula are delivered together, as part of the broader **PSHE (Personal, Social, Health, and Economic Education)** curriculum. This integrated approach ensures that the teaching of **RSE and Health Education** is cohesive, interlinked, and supports pupils in understanding how relationships and health influence one another.

The relationships and health curriculum has been carefully organised in line with the statutory requirements outlined in the DfE (2020) guidance for **Relationships Education, Relationships and Sex Education (RSE), and Health Education**. The curriculum is designed to be age-appropriate, sequenced across year groups, and ensures the delivery of a comprehensive education that prepares pupils for the challenges of adult life.

The development of the curriculum takes into account the views of key stakeholders, including teachers, pupils, and parents. We are committed to ensuring our curriculum reflects the needs of the whole-school community and is regularly reviewed to stay relevant. This curriculum is also responsive to issues within the school and wider community, ensuring it is adaptable to the needs of pupils.

We consult with parents, pupils, and staff in the following ways to gather feedback and ensure ongoing dialogue:

- Training sessions for staff and parents.
- Regular newsletters and communication letters.
- Updates on the school website, including curriculum details.

We also provide multiple avenues for stakeholders to offer feedback at any time during the academic year:

- Meetings with the headteacher.
- Emailing the school directly.

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- Submitting written feedback via the school website.

The curriculum is structured to ensure it is appropriate for pupils at each year group, following the guidance provided by the **PSHE Association** and incorporating key principles of age-appropriate delivery.

When organising the curriculum, the school considers the diverse religious and cultural backgrounds of all pupils, ensuring that sensitive topics are approached in a respectful and appropriate manner, in line with the values and policies of the school community.

Consultation with Parents

At Fulwood and Cadley Primary School, we recognise the crucial role that parents play in supporting their children's understanding of relationships, sex, and health education (RSE), and in shaping the curriculum. We believe that building a strong partnership with parents ensures that the curriculum is delivered in a way that aligns with both the school's values and the community's expectations.

The school fosters open communication with parents to ensure that they are actively involved in the development and delivery of the RSE curriculum, as outlined in the "Organisation of the Curriculum" section of this policy. Parents are kept informed and engaged through a variety of methods and are encouraged to share their views and feedback at all stages.

The following information is provided to parents:

- The content of the **relationships, sex, and health curriculum**.
- How the curriculum is delivered, including what is taught in each year group.
- Information on the legalities surrounding withdrawing children from specific lessons.
- An overview of the resources used to support the teaching of the curriculum.
- Opportunities for parents to meet with staff to discuss the curriculum and address any concerns, providing guidance on how to manage conversations about these topics with their children.

Parents are encouraged to actively participate in the review of the curriculum and this policy, and they are invited to provide feedback at any time. This can be done through the following channels:

- Attending training sessions or information evenings.
- Communication via newsletters or letters.
- Contacting the school via email or scheduling a meeting with the headteacher.
- Submitting written feedback through the school's website.

Relationships and Sex Education (RSE) by Year Group

Fulwood and Cadley Primary School ensures that the RSE curriculum is both **age-appropriate** and **developmentally suitable** for each year group. The curriculum is progressive, building on prior knowledge and skills, ensuring a smooth transition from primary to secondary school. The following outlines the key learning for relationships education across different themes.

Relationships Education Overview

1. Families and People Who Care for Me

By the end of primary school, pupils will know:

- The importance of families in providing love, security, and stability, and the characteristics of healthy family life, such as commitment, protection, care, and spending time together.
- That families may look different, but are still based on love and care.
- Stable, caring relationships are crucial to children's security and well-being.
- Marriage as a formal, lifelong commitment.
- How to recognise when family relationships make them feel unhappy or unsafe, and how to seek help if needed.

2. Caring Friendships

By the end of primary school, pupils will know:

- The importance of friendships for happiness and security, and how people form and maintain friendships.
- Key characteristics of healthy friendships, such as mutual respect, trust, kindness, and loyalty.
- How to resolve conflicts in friendships and strengthen relationships, including the importance of non-violent communication.
- How to recognise unhealthy friendships and seek help when needed.

3. Respectful Relationships

By the end of primary school, pupils will know:

- The significance of respecting others, including those who are different or hold different views.
- How to improve and support respectful relationships in various contexts.
- The role of courtesy and manners.
- The importance of self-respect and its connection to personal happiness.
- That everyone has the right to be treated with respect, and the responsibility to show respect to others, including authority figures.
- Understanding bullying, its impact, and the role of bystanders.
- How to identify stereotypes and their potential harm.
- The importance of seeking and giving permission in relationships.

4. Online Relationships

By the end of primary school, pupils will know:

- That people can behave differently online, including pretending to be someone else.
- The same principles of respect that apply to face-to-face relationships should also apply to online interactions.
- Key rules for keeping safe online, including how to recognise and report harmful content or contact.
- The risks of engaging with people they have never met online.
- The importance of critically assessing online friendships and information.
- How personal information and data are shared and used online.

5. Mental Wellbeing

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By the end of primary school, pupils will know:

- That mental wellbeing is as normal as physical health.
- The wide range of emotions people experience.
- How to recognize and talk about their feelings.
- The benefits of exercise, outdoor time, and hobbies for mental wellbeing.
- How to manage isolation, loneliness, and seek support when needed.
- The impact of bullying on mental health and where to seek help.

6. Internet Safety and Harms

By the end of primary school, pupils will know:

- The importance of managing time online.
- The risks of excessive device use and the impact of online content on mental health.
- How to keep personal information private and how to report concerns.

7. Physical Health and Fitness

By the end of primary school, pupils will know:

- The mental and physical benefits of an active lifestyle.
- How to build exercise into their routine and the risks of an inactive lifestyle.
- When to seek support for health concerns.

8. Healthy Eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including the role of calories and nutrients.
- How to plan and prepare healthy meals.
- The risks associated with an unhealthy diet.

9. Drugs, Alcohol, and Tobacco

By the end of primary school, pupils will know:

- The risks associated with smoking, alcohol, and drug use.

10. Health and Prevention

By the end of primary school, pupils will know:

- How to protect themselves from the sun and the importance of good sleep.
- The benefits of good dental hygiene and personal hygiene practices.
- The science behind immunizations.

11. Changing Adolescent Body

By the end of primary school, pupils will know:

- Key facts about puberty, including emotional and physical changes.
- About menstrual wellbeing.

Sex Education

Although not statutory, the school provides sex education beyond the science curriculum to help prepare pupils for the changes of adolescence. Parents are consulted in the development of the sex education curriculum, ensuring the content is age-appropriate.

Delivery of the Curriculum

The curriculum is taught through our PSHE program. We ensure that:

- The knowledge is structured into manageable units.
- Topics are taught sequentially and clearly.
- Opportunities for real-life applications are incorporated.
- The teaching reflects the legal and developmental needs of the pupils.
- Content is inclusive, and sensitive to cultural backgrounds and individual needs.

Curriculum Links

We integrate RSE with subjects such as:

- **Science** – learning about the human body and puberty.
- **Computing and ICT** – teaching e-safety and responsible online behaviour.
- **PE** – encouraging physical activity and healthy lifestyles.
- **Citizenship** – exploring legal rights and responsibilities.
- **PSHE** – teaching respect, values, and personal growth.

Withdrawing from the Subjects

Relationships and Health Education are statutory. Parents cannot withdraw their child from these subjects. However, parents can request to withdraw their child from sex education, except for the content covered by the science curriculum. The head teacher will meet with the parent to discuss the request and ensure their views are understood.

Confidentiality

Confidentiality is important in RSE lessons. Teachers will respect student confidentiality but are required to report any concerns of abuse or inappropriate behaviour following the Child Protection and Safeguarding Policy.

RSE Curriculum Content by Year Group:

The curriculum builds on the topics mentioned above and progresses each year in complexity, with content tailored to the age and development of the children. Each year group will explore these topics in more depth, ensuring they are equipped with the knowledge and skills needed to navigate relationships, health, and well-being as they grow. For further detailed content by year group, please refer to the attached curriculum outline.

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Review Date: November 2025

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