



THE ROWANS SCHOOL

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy is applicable to all pupils, including those in the EYFS. This policy should be read in conjunction with the Early Years Foundation Stage Policy.

1. Definition

The teaching of Relationship and Sex Education (RSE) at The Rowans School is an important aspect of pupils' education. RSE includes supporting young people to develop self-confidence and to prepare them for physical and emotional changes. We believe that the teaching of RSE is shared with parents and should be mutually supportive and complementary.

It is taught within a moral framework, as part of a wider Personal, Social, Health and Economic Education (PSHEE).

This policy reflects the requirements of the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education.

2. Rationale

RSE provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSE is therefore a tool to safeguard children.

RSE contributes to the foundation of PSHE, Citizenship, and Fundamental British Values and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

3. Values

The values on which we base our RSE curriculum are as follows:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value the importance of promoting and respecting fundamental British Values, and recognise the importance of fostering a shared understanding of these.

4. Aims

At The Rowans we aim for the children:

- To have the confidence and self-esteem to value themselves and others.
- To understand the characteristics of positive relationships, on and offline.

- To understand that relationships come in many forms including with family members, peers and adults.
- To understand that families come in many forms.
- To understand and practice key character 'virtues' including kindness, consideration, respect, honesty, truthfulness, generosity and resilience.
- To understand the concept of personal privacy.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.

The Rowans aims to achieve the above by:

- Enabling pupils to acquire new knowledge and develop new skills by ensuring lessons are well-planned and delivered to the highest quality;
- Ensuring RSE is 'infused' within the day-to-day operation of our school and expectations are adjusted for the age and ability of pupils including those with special needs;
- Promoting positive relationships between staff and pupils;
- Demonstrating appropriate knowledge and understanding of the subject matter being taught;
- Utilising effectively classroom resources of an adequate quality, quantity and range;
- Utilising effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Providing a curriculum which is broad, balanced, relevant, purposeful and age and ability appropriate;
- Creating and delivering a curriculum which is dynamic and flexible to changing needs, including those of pupils with a statement;
- Building on pupils' prior experiences, skills, knowledge and understanding;
- Making explicit what is taught and how the intended teaching and learning will take place;
- Providing stimulating learning environments which will promote the acquisition of the necessary basic skills, including speaking, listening, literacy and numeracy skills;
- Where a pupil has an Individualised Support Plan (ISP), the class teacher, TA and Learning Enrichment Teacher will work together in conjunction with the Head Teacher, parents and, where appropriate, other agencies to ensure its requirements are fulfilled;
- Ensuring provision for equal opportunities, cultural diversity and religious education;
- Acknowledging and noting that learning experiences occur 'outside' school and recognising that parents and carers are key partners in recording and informing the school of these (educators and partners);
- Welcoming parental feedback on the teaching and learning around RSE (See Appendix B).

5. The Teaching of RSE at The Rowans School

RSE is taught as an integral part of the school's PSHE provision throughout the school from Kindergarten to Year 2. In addition, the values and principles of the RSE curriculum are complimented by the learning opportunities in many other areas of the curriculum, including Science, PE, RE and Computing.

RSE lessons are taught by the class teacher, with support of the class' teaching assistant. All long, medium and short term planning for RSE content can be found within the PSHE curriculum.

Pupils' Questions: Teachers will reply to children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views, family circumstances and the child's age.

6. Special Education Needs and Disabilities (incorporating Able, Gifted and Talented)

We teach RSE to all children, regardless of ability. It is part of the school curriculum policy to provide a broad and balanced education to all, including supporting and extending children according to their individual needs.

In RSE lessons the needs of any children highlighted as having special educational needs and disabilities are supported through a range of activities including, but not limited to, differentiated work, additional visual or concrete apparatus and additional learning support from an adult. Where an ISP exists, this information is used by class teachers to inform their planning.

7. Subject content by year group

Kindergarten	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> - Being a good friend in family relationships - Being Different <p>Caring friendships:</p> <ul style="list-style-type: none"> - making friends - being a good friend - Looking after our friends <p>Respectful relationships:</p> <ul style="list-style-type: none"> - Beau's Wheel of Choice - Kind actions - Feeling happy - What to do with a feeling <p>Online Relationships:</p> <ul style="list-style-type: none"> - the rules and principles for using electronic equipment <p>Being safe:</p> <ul style="list-style-type: none"> - staying safe with fireworks - Road safety - NSPCC The Pants Rule
Reception	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> - Making healthy friendships - Being special – valuing different families <p>Caring friendships:</p> <ul style="list-style-type: none"> - Happy playtimes - Being a good listener <p>Respectful relationships:</p> <ul style="list-style-type: none"> - Beau's Wheel of Choice - People who help us - Feeling happy <p>Online Relationships:</p> <ul style="list-style-type: none"> - the rules and principles for keeping safe online - the importance of discussing online usage with a trusted adult - that the same principles apply to online relationship as face-to-face relationships

	<p>Being safe:</p> <ul style="list-style-type: none"> - People who help us - Water safety - Road safety - Managing uncomfortable feelings
Year 1	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> - The importance of friendship and family relationships - Celebrating families - Hiding or showing feelings <p>Caring friendships:</p> <ul style="list-style-type: none"> - Happy playtimes - Feeling happy <p>Respectful relationships:</p> <ul style="list-style-type: none"> - Beau's Wheel of Choice - Explaining what a good friend is - Falling out with friends - Feeling good <p>Online Relationships:</p> <ul style="list-style-type: none"> - the rules and principles for keeping safe online - the importance of discussing online usage with a trusted adult - that the same principles apply to online relationship as face-to-face relationships <p>Being safe:</p> <ul style="list-style-type: none"> - Managing my feelings - Road safety
Year 2	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> - The importance of friendship and family relationships - Forgiving and forgetting - Family differences <p>Caring friendships:</p> <ul style="list-style-type: none"> - Developing a class charter - Working co-operatively - Conflict solution <p>Respectful relationships:</p> <ul style="list-style-type: none"> - Beau's Wheel of Choice - Being ambassadors for the school - Equality – what does this mean? - Sharing opinions <p>Online Relationships:</p> <ul style="list-style-type: none"> - the rules and principles for keeping safe online, how to recognise risks and harmful content, and how to report this the importance of discussing online usage with a trusted adult - that the same principles apply to online relationship as face-to-face relationships - how data can be shared online <p>Being safe:</p> <ul style="list-style-type: none"> - Managing anger - NSPCC The Pants Rule - What to do in an emergency - Knowing where to go for help

8. Monitoring, evaluating and reviewing the RSE programme:

We are committed to monitoring and evaluating the effectiveness of this curriculum area.

Specifically important here is:

- a) pupil feedback;
- b) staff review and feedback;
- c) parental feedback.

Monitoring of the standards of children’s learning and recorded work, and of the quality of teaching and marking in RSE, is the primary responsibility of the Curriculum Leader and PSHE Coordinator. This takes place under the supervision of the Head Teacher.

9. Informing and Involving parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Include general information about curriculum content thoroughly termly welcome letters, planners and weekly newsletters.
- Inform parents about the school’s RSE policy and practice (See appendix A for letter sent to Y2 children in advance of RSE lessons commencing).
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Make our RSE policy readily available via our website.

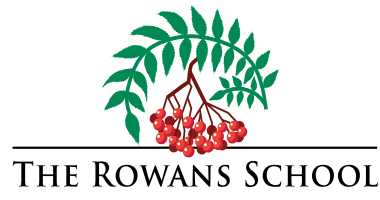
10. Withdrawal of children from RSE curriculum

In September 2020, Relationship Education became compulsory in all primary and secondary schools in England from Reception Class upwards. Parents do not have the right to withdraw their children from Relationship Education at any age.

This document will be reviewed annually
Policy Owner: TR Head, Curriculum & Assessment Lead, PSHEE Lead
Approved: Governors' Education Committee
Date of last review: July 2024
Next review: July 2025

Appendix A

HEAD
Miss Elizabeth Spratt
BMUS PGCE Primary QTS



Date

Dear Parents

As part of our 'Living Long, Living Strong' PSHEE Topic focus this term, we would like to outline clearly the content of our PSHE lessons over the next two weeks.

In our first lesson, we will be identifying the main external body parts of humans, including naming private female and male body parts with their scientific names (penis, vagina and breasts).

In our second lesson, we will be looking at the NSPCC's 'Talk PANTS' campaign. This helps parents, teachers and carers of 4-11 year-olds keep their children safe from abuse. Like the Green Cross Code, it takes a potentially tricky subject and gives adults the tools to talk about it in an engaging and age-appropriate way. The messages of PANTS are:

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

The campaign discusses good and bad touching, your child's right to say no to things that make them feel upset or uncomfortable and who they can turn to if they ever feel upset or worried.

These lessons will be delivered in a way that is fully age-appropriate, empowering children without using any frightening words. If you would like to know more about these lessons, or the NSPCC's campaign, please ask us or visit [nspcc.org.uk/pants](https://www.nspcc.org.uk/pants).

Kind regards

Appendix B



THE ROWANS SCHOOL

Parental Feedback

We welcome your views regarding the teaching and learning of RSE at The Rowans School.

Please email office@rowans.org.uk with your feedback, or to arrange a meeting with The Head.