KINGS MEADOW PRIMARY SCHOOL

RSE Policy

1. INTRODUCTION

This document is one of a series that make up the whole curriculum statement for the school. It states the school philosophy about the contribution which RSE makes to our pupils' education and the way in which the National Curriculum and RSE are delivered in practice. In effect it is an expanded policy statement and together with the long, medium and short-term thematic planning constitutes the school scheme of work.

The RSE policy reflects and is line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Where needed, RSE is adapted to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor.

2. INTENT

Why is RSE is important:

At Kings Meadow we understand that our children are growing up in an increasingly complex world and they need to know how to be safe and healthy. RSE helps them embrace the challenges of creating a happy and successful adult life. The carefully planned curriculum coverage of key subjects supports our children to develop healthy relationships, and to keep themselves and others safe, both on and offline.

In our school, The RSE and PSHE curriculum put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and off-line.

At Kings Meadow we believe that:

- In order 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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when

facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

- RSE should be a key pillar in our school's plan for creating an inclusive, safe and respectful school environment where bullying, sexual violence or sexual harassment is not tolerated
- RSE is an essential element for our children to understand how to be healthy.

- Relationships education teaches our children a wealth of information about healthy relationships, including how to communicate their own boundaries and recognise the boundaries of others, staying safe online and the differences between appropriate and inappropriate or unsafe contact.
- By including the teaching of different family models and same-sex relationships our children embrace the power of diversity and the support that is available to them from key relationships in order for them to maintain their mental health and well-being.
- Our curriculum focuses on the characteristics of good physical health and mental wellbeing, our teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- SRHE education should include puberty, including menstruation, and this is as far as possible be addressed before onset.

Through our curriculum it is our intention for our children to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls

- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

3. IMPLEMENTATION

When is RSE taught:

RSE is taught discretely according to the curriculum map (please refer to the attached curriculum map for coverage and timings). The curriculum map identifies the key areas of study both as part of PSHE and RSHE across the year groups. PSHE is taught both discreetly, once a week for 30 minutes and embedded throughout the foundation subject themes. Class Teachers deliver the teaching content using the curriculum maps to select their objectives for additional PSHE teaching ensuring that objectives not covered by Core Themes are covered through their thematic units.

How is RSE taught:

RSE is taught through a combination of subject knowledge and skill building. Learning takes place both inside and outside the classroom. The learning is delivered by the class teachers who have the benefit of the knowledge of their children, their learning needs and requirements making the provision fully inclusive and adapted to fulfil the learning needs of pupils with SEND requirements.

Parental Right to Withdraw their children:

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality. We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.

- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

SEND

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes adapted to facilitate inclusion. There are times when some children will find it hard to learn in a busy classroom so adaptations may include taking part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND. Other relevant adaptations to meet the needs of the children are listed in our document - Kings Meadow Primary School SEND / EAL Provision (RSE)

Resources:

The resources for RSE can be found in the module sections of the 1 decision website. Support notes for lessons for staff and assessment information can be found in the PSHE folder on the staff drive. Further resources such as specific books to support sessions such as stories can be found in the relevant classrooms.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and skills through observation and discussion of their work (Pupil Voice). In Key Stage 2 the children are also involved in self-evaluating their learning.

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessment is used to track children's learning against the statutory objectives and progress against the expectations are recorded on our 'Track Zone'.

In order to ensure continued improvement in the teaching and learning of RSE, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	April 2023
Approved by Governing Body	May 2023
Next Review	May 2025 or sooner of legislation changes.