

Relationships and Sex Education Policy (RSE)



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Prepared by	Miss Katie Blenkiron
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Date adopted by Governing Body	

Mandale Mill Primary School

Relationships and Sex Education (RSE) Policy

This policy should be read in conjunction with the PSHE Policy, Teaching and Learning Policy, the Curriculum Policy, the PSHE Long Term Plan and any appropriate appendices.

This policy was developed in response to Keeping Children Safe in Education 2025, Personal Social Health and Economic (PSHE) education guidance 2021, Equality Act (2010), Children and Social Work Act (2017), Guidance on promoting British Values in schools (2014) and the Education Act (2002).

Aims

Relationships and Sex Education is a key part of the Personal Social Health Economic curriculum at Mandale Mill Primary School. The Relationships and Sex Education at Mandale Mill Primary School aims to teach children the importance of stable and loving relationships, respect for others and un/safe relationships. We aim to give children the tools they need to develop positive beliefs, attitudes and values in line with our school Core Values: Ambition, Inclusion, Kindness and Community. The PSHE Long Term Plan (LTP) is specifically written to be developmental, building on skills and knowledge from previous years. The Sex Education offer ensures children are prepared for changes within their bodies and ready for life at secondary school in addition to information they may be receiving from media sources or experiencing through everyday life. All lessons are delivered in an age-appropriate manner with bespoke teaching where required.

Implementation

Curriculum Planning and Organisation

The aims of the PSHE curriculum is to support the development of the whole child. At Mandale Mill a Long Term Plan (LTP) for PSHE has been put into place, following the updated statutory guidance in February 2020 from the Department for Education. The LTP is a cohesive document which builds on prior knowledge of the child, ensuring by completion of the primary school journey they can know more, remember more and do more with regard to PSHE curriculum threads. The LTP also allows for cross-curricular work in relation to the whole child, ensuring children are 'wider-world ready'. Teaching staff are responsible for the appropriate implementation of PSHE at Medium Term and Short Term planning levels, under the guidance and support of the PD Lead. Relationships Education is taught within the Spring Term and Sex Education is covered in Year Five and Six in the Summer term. Throughout school the scientific names for body parts are used, from Early Years upwards. This decision was made as we feel this enables our children to have the tools which they need as they grow and develop. The LTP specifically details what objectives will be covered by which year groups and at which point in the academic year. This information is available freely on our website, through our school office or via teaching teams if required.

As stated by the Department of Education, Relationships Education is mandatory at primary school and parents do not have the right to opt-out of this. The Department for Education also recommends teaching Sex Education which goes above and beyond the Science curriculum offer. This section of the RSE curriculum does allow parents the opportunity to opt-out of specific lessons. These lessons are taught in Year Five and Six exclusively and are:

- Discussing how the process of puberty leads to human reproduction
- Understanding about the physical and emotional changes that happen when approaching and during puberty
- Discussing the processes of reproduction and birth as part of the human life cycle, how babies are conceived and born and how babies need to be cared for
- Understanding safe places to get more information, help and advice about growing and changing, especially about puberty

In Autumn term, all parents/carers of Year Five and Six pupils will be contacted to make them aware of the above. If the parent/carer indicates that they would like to opt-out of any areas a meeting is organised between them and class

teacher before the teaching of any of the above objectives. The PD Lead may/not support depending on individual circumstances. A conversation will ascertain parental feeling and this will be fully recorded on the schools systems for permissions (Arbor) and parent conversation (CPOMS). Class teams and school leaders will be aware of parents final decisions.

Teaching and Learning Style

The PSHE programme reflects the school ethos, demonstrating and encouraging the values of:

- respect for self;
- respect the rights of others;
- responsibility for their own actions;
- responsibility for their family, friends, school and wider community.

At all times PSHE is designed to provide information which is relevant and appropriate to the age and maturity of the children. It is also intrinsic that PSHE develops social skills, including communication, and encourages the exploration and values of an individual's attitude. Part of the PSHE curriculum is Relationships and Sex Education, which is detailed fully in the Relationships and Sex Education Policy.

Questions and Safeguarding

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly. Mandale Mill believes that individual teachers must use their skill and discretion in these situations and refer to the PD Leader (Katie Blenkiron) or Head Teacher (Vicky Green) if they are concerned. Strategies such as an 'Ask it basket' can also be incorporated into teaching. Referring back to adults at home may also be used. At all times school staff can expect to be fully supported by the PD Lead or other appropriate members of the Senior Leadership Team (SLT).

Pupils, parents and carers will be made clear to that adults in school cannot guarantee absolute confidentiality. This is made clear during PSHE lessons and during normal classroom practise. Any issues around safeguarding, sexual consent or concerns for the child will be reported in line with our Child Protection Policy and all other relevant documentation, which is freely available on our website or through the school office. The curriculum is purposely written to ensure key safeguarding elements are utilised, giving children the knowledge and tools to understand their personal safety. It is the responsibility of the leadership team to ensure RSE and PSHE education is monitored and evaluated in line with the whole school Teaching and Learning Policy. The subject is resourced and supported in a way that ensures the school fulfil legal obligations.

Assessment and Inclusion

During PSHE lessons where RSE is taught, a sample of the work produced is to be recorded by the class teacher in the cohort *Belong, Believe, Become Books*. These books move through school with the children, providing a cohesive journey of their learning from Nursery to Year Six. It is the expectation of teaching staff that a range of work from a range of learners is provided within the *Belong, Believe, Become Book*, to ensure for inclusion of those who are identified as disadvantaged, SEND, EAL, more able or lower prior attainers.

At the start of each term, learners are assessed against a list of set questions linked directly to the overarching topic for the term. These are recorded in mind map format, as whole-classes in KS1 and individually in KS2. At the end of each term, children go back to these and add further information against the questions, utilising the knowledge shown. Children's progress over the term can then be added to *Insight*, in line with the Teaching and Learning Policy.

Resources

For some of the RSE curriculum, an FPA resource is in place to aid with planning, teaching and appropriate delivery of a range of themes such as 'life cycles', 'relationships' and 'my body'. The resource follows two characters, Yasmine and Tom, as they meet and tackle age related issues. Children will engage in a range of activities through their journey with Yasmine and Tom as they progress and grow with the pupils, from the ages of five to eleven. Other areas of the

PSHE curriculum will be taught using a range of resources and teaching practises, detailed below, under guidance from PD Lead and, where required, taking support from the PSHE Association. RSE is also taught with PSHE Association approved resources, or through the use of teacher-generated resources. RSE is always delivered in a whole-class setting as part of the PSHE lesson. The following shows where PSHE links across the whole class setting, within curriculum and the school day.

- Cross curricular;
- Science;
- Pastoral time (circle time, carpet time);
- Rights Respecting linked themes and ideas;
- Assembly themes;
- Story;
- Planned Visits from those with appropriate skills set and knowledge;
- Interactive and creative methods;
- JLT (Junior Leadership Team) meetings.

Specialist resources will be stored on SharePoint, on the PSHE Association website via a school login and the Yasmine and Tom resources are accessible to all staff through a web login.

Roles and Responsibilities

Subject Leader

The current RSE subject leader is Katie Blenkiron. The role and responsibilities for the subject leader are as follows:

- Showing a passion for the subject;
- Instil confidence and enthusiasm within others towards RSE;
- Adapt the curriculum to meet the changing needs and priorities of our pupils, community and society;
- Ensure excellent subject knowledge;
- Adapt the curriculum, where required, to ensure inclusion;
- Ensure a deep understanding of PSHE and its relevant pedagogy to ensure safe delivery of all areas of the RSE curriculum, including those with sensitive information;
- Formulating, reviewing and updating policy document and guidelines;
- Overseeing delivery of RSE curriculum;
- Meeting with parents to discuss coverage and personal preferences;
- Producing an action plan;
- Monitoring standards of teaching and learning in accordance with the monitoring schedule;
- Keeping up to date with the latest developments and informing staff;
- Acting as a consultant to other members of staff;
- Liaising with outside agencies;
- Support staff with any opt-out of Sex Education meetings;
- Organising and maintaining resources;
- Liaising with Governors and other stakeholders.

Governing Body

The Governing Body works in close partnership with the Headteacher, staff and Local Authority. It is the Governing Body's responsibility to ensure the high standard of education within RSE and the wider curriculum. They are also responsible for overseeing monitoring, approving the RSE and PSHE policy and ensuring the curriculum which Mandale Mill has adapted is broadly balanced and responsive to the needs of the pupils. They are also responsible for ensuring the PSHE curriculum is written in such a way is provides for all pupils, including those who are disadvantaged, SEND, EAL, SEMH learners, more able or lower prior attainers.

Teachers

The role of the teacher within RSE is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons, offer feedback and collaborate with other staff. It is considered that for the most part the class teaching assistant and class teacher are best equipped to deliver the programme. However, he/she will be supported by other staff and by the use of visitors as/when appropriate. Teachers will ensure that pupils are presented with the contexts and experiences involving gender and a variety of ethnic backgrounds. Materials should be presented in a context suitable to the pupil's age. FPA resource Yasmine and Tom have this as an intrinsic part of their delivery and visual resourcing. Children's work will be recorded by the Class Teacher and accumulated into the Floorbook under a long date and lesson objective. Notes of conversation and relevant Rights Respecting articles should also be included. Class teachers will always plan appropriate work, keeping short assessment records of each child's progress. Class teachers will have full knowledge of parents/carers who have a wish to opt-out of any Sex Education, detailing any conversations linked to this fully on CPOMS and ensuring Arbor is up-to-date and accurate.

Dissemination of the Policy

All staff members and governors will receive a copy of the policy as agreed by Governing Body.



Article 13 – Every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law.

Article 14 – Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from accessing their rights.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.