



RSE - Policy

School Vision

Springfield is a caring, supportive and innovative school where everyone is recognised and appreciated as an individual. Children are encouraged to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.

Rational

Since September 2020, it has been a statutory requirement for all primary schools to deliver Relationships Education. (The Relationships Education, RSE, and Health Education (England) Regulations 2019). The Department of Education (DfE) also encourages all primary schools to deliver non-statutory sex education. At Springfield Community Primary School, we teach Relationships and Sex Education (RSE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our RSE curriculum is embedded in our SCARF PSHCE curriculum. SCARF offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

At the school RSE is split into two sections:

- Statutory relationships and health education (taught throughout school)
- Non-statutory sex education (Year 6 only)

Aims of our RSE curriculum

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place in a safe environment.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy for others.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

What is Relationship and Sex Education?

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationship and Sex education is about physical, moral, and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

Why is Relationship and Sex Education Important?

Reduces abuse and increases allegations from children.

- Research has shown that teaching body autonomy, correct vocabulary and communication helps to reduce child sexual abuse.
- Children taught relationships and sex education are more equipped to come forward concerning incidences of sexual and domestic abuse.

Improved media literacy

- RSE provides a space to look at media in a safe, non-judgement environment.
- Children are able to understand how media can affect their self-esteem and perceptions of sex.

Reduces incidents of bullying.

- Pupils receiving RSE learn to accept and respect others' differences.
- Homophobic and transphobic bullying is also reduced.
- Improves the mental health of all children regardless of gender and sexual orientation.

(Working Together for Quality Relationships and Sex Education Relationships and Sex Education: the Evidence, 2022)

(Goldfarb and Lieberman 2021)

Springfield Community Primary School Relationships and Sex Education Curriculum

Our curriculum is well sequenced and progressive and contains the key knowledge children need to understand and develop positive relationships.

We have developed the curriculum in consultation with parents, pupils and staff, and governors considering the: age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online or through other unverified sources. SCARF lesson plans are flexible, allowing our teachers to adapt the curriculum to meet the needs of the pupils in their class.

Primary sex education is not compulsory in primary schools however it is recommended by the DfE. As such we cover the following as part of our RSE curriculum within Year 6.

- Identify the changes that happen through puberty to allow sexual reproduction to occur.
- Know a variety of ways in which the sperm can fertilise the egg to create a baby.
- Know the legal age of consent and what it means.
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Implementation of RSE policy

RSE is taught within the personal, social, health, community and economic (PSHCE) education curriculum. Biological aspects of RSE are also taught within the science curriculum. Pupils also receive stand-alone RSE education sessions in the Summer Term delivered by a trained professional in our RSE Workshops for Years 5 and 6. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. RSE is taught through the SCARF programme to ensure pupils receive a carefully planned curriculum and to ensure all teachers are equipped with the knowledge and skills required to deliver it effectively (Farrelly, Barter and Stanley, 2022)

Dealing with Sensitive Issues

Governors and teachers agree that teachers should answer all children's questions relating to Relationship and Sex education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception, or sexually transmitted diseases.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussions.
- In discussions, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

At Springfield Community Primary School, we recognise that our pupils come from a diverse range of family backgrounds. This diversity is acknowledged through our teaching that promotes diversity and inclusion in Relationships Education.

Parents' Right to Withdraw

- Parents **do not** have the right to withdraw their children from **relationships education**.
- Parents **do** have the right to withdraw their children from the **non-statutory elements of sex education** within RSE (taught within Year 6)
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

At Springfield Community Primary School, we believe a high quality RSE lesson should:

- Be planned using SCARF.
- Engage children in discussions linking learning to their own lives.
- Varied and interactive activities are taught with clear outcomes.
- Strategies are used to support neurodiverse learners.
- Adaptive teaching is explicit to ensure that children are supported in making progress in every lesson.
- Barriers to learning are removed through use of pre-learning key vocabulary and concrete resources where needed.
- Learning is captured using Seesaw, illustrations, or short written pieces.
- A label with the date, learning objective and success criteria is on each piece of work written work.
- Videos of discussions are labelled with a clear learning objective on Seesaw.
- The learning objective and success criteria are shared with children.
- Fast feedback ensures progress within lesson, providing challenges for children who have met the objective timely intervention for children not yet meeting the objective.
- Encourage all children to share their views and opinions and ensure they feel safe to do so.

How is RSE taught in EYFS, KS1, KS2

RSE is taught as part of the PSHCE curriculum and through PSHCE lessons. Please see PSHCE policy.

Progression

Please see appendix 1 for information on the progression of RSE through school.

ICT

At Springfield, we use ICT throughout our curriculum. Teachers use interactive whiteboards to present learning in different ways, such as sharing audio and video clips, PPTs, images and websites to aid learning. Children have access to Chrome Books, laptops and iPads to aid their learning. Teachers also use iPads, specifically the app 'Seesaw', to capture learning that is mostly verbal. Teachers may also use this to provide verbal feedback to children.

Resources

Staff plan ahead for PSHCE units and organise resources as soon as possible. Springfield uses SCARF to assist teachers in planning and teaching high quality lessons. The programme provides individual lesson plans for teachers to use as well as links to useful and relevant online resources.

Seesaw/Lesson PowerPoints

All lesson plans and resources are uploaded to a shared drive in school each week allowing teachers access to each other's planning. Where applicable, videos/pictures taken on Seesaw during lessons should be clearly labelled with the learning objective for that lesson. These videos/pictures are printed out at the end of each term and placed in children's PSHCE files.

Monitoring

Please see PSHCE policy.

Equal Opportunities

We promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Role of Subject Leader

The role of the Subject Leader is to ensure a high-quality RSE curriculum is in place which is tailored to our school cohort. The Subject Lead will undertake the following responsibilities:

- Create a whole school progression map to ensure curriculum coverage.
- Create an action plan to move the subject forward.
- Share Agreed Principles and Policy with staff ensuring that all educators in school are ‘in the know.’
- Partake in academic reading to ensure that the curriculum is current and meets statutory requirements.
- Disseminate all updates relating to the subject to staff.
- Monitor the learning and teaching taking place and act accordingly.
- Support staff in delivering content.
- Plan and book relevant training for staff members.
- Report to Governors.
- Conduct data analysis.
- Research, order and audit resources.
- Facilitate the moderation of learning across school.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy written by: Charlotte Lambert-Martin

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Bibliography

Goldfarb, E.S. and Lieberman, L.D. (2021). Three Decades of Research: The Case for Comprehensive Sex Education. *Journal of Adolescent Health*, 68(1), pp.13-27. DOI: <https://doi.org/10.1016/j.jadohealth.2020.07.036>

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Farrelly, N., Barter, C. and Stanley, N. (2022). Ready for Relationships Education? Primary school children's responses to a Healthy Relationships programme in England. *Sex Education*, pp.1-17. doi: <https://doi.org/10.1080/14681811.2022.2052834>