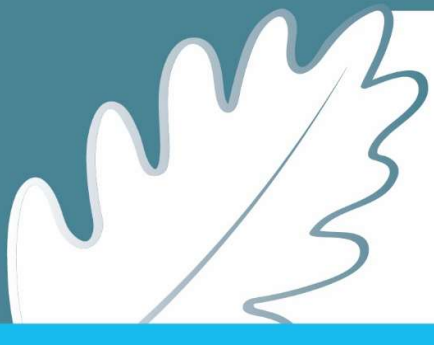
Unsworth Primary School

Together we build understanding

RSE Policy



Part of the Oak Learning Partnership

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Statement of intent

At Unsworth Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal framework

This policy has due regard to 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 (2026) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: key stages 1 and 2'
- The Equality Act 2010

This policy operates in conjunction with the following school policies and guidance documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality policy
- E-safety Policy
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

We aim to support children 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." (DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

Roles and Responsibilities

Governance

The Local Governing Body and Trustees of Oak Learning Partnership must fulfil their legal obligations, to make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher is responsible for:

- Overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a two-yearly basis.

Relationships, Sex and Health Education Subject Leader, including PSHE (RSE Leader) is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring school meets its statutory requirements in relation to the RHSE curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSE Leader to evaluate the quality of provision.

SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Curriculum

Organisation

- Every primary school is required to deliver statutory relationships education and health education.
- For the purpose of this policy, "Relationships and Sex Education" is defined as teaching pupils about:
- Healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE Curriculum.

- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

- The school has organised a curriculum using the SCARF scheme that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Delivery

- The relationships, sex and health curriculum will be delivered as part of our PSHE Curriculum.

- Through effective organisation and delivery of the subject, we will ensure that:

  - Knowledge is sectioned into units of manageable size and delivered in a carefully sequenced way, within a planned scheme of work (see curriculum coverage information).

  - Content is communicated to pupils clearly and teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development.

- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

- Classes may be taught in a variety of groups (including gender) dependent upon the nature of the topic being delivered at the time and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

- External experts may visit and deliver aspects of the curriculum in line with this policy and Safeguarding Policy.

- Appropriate resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils with careful thought to use of images. The E-Safety Policy will support the use of technology within any learning.

- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

- Pupils will be taught about the different family units which comprise our society and about valuing all members of our community

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

- Any resources or materials used to support learning will be formally assessed by the SLT before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons,

teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. Such topics would not be suitable for discussion with all children and safeguarding concerns would be duly noted and acted upon, if appropriate.

- Whilst there are no formal examinations for the RSE curriculum, the school will undertake informal assessments to determine pupil progress in line with the school Assessment Policy.

Links

RSE is delivered through;

- Topics within subjects
- Addressed in assemblies
- Visitors to school e.g. school nurse
- External visits
- The use of story time/circle time
- Weekly SCARF sessions

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE education will be linked to the following subjects in particular:

- Science – as part of the Y5 curriculum, pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- Assemblies – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, incorporating British Values.

- PSHE (SCARF) – pupils learn about respect and difference, values and characteristics of individuals.

Sex Education Curriculum Coverage

Although not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

In line with our long-standing SRE Policy, we deliver lessons linked to the Science content in Year 5 and in Year 6, pupils work with a trained professional to learn about the changes their bodies experience during puberty. At other times, during their time at school, questions which may arise concerning sexual relationships are responded to using age-appropriate vocabulary and an intimate relationship is regarded as being a natural part of a loving, committed relationship.

Teaching strategies

All staff are committed to delivering the programme. Classes are taught as a whole although single gender groups are used when deemed appropriate and relevant. A variety of teaching strategies are employed. These include:

- Establishing "ground rules" – no personal experiences or questions are allowed either to the teacher or from the teacher to the pupils.

- Using "distancing" techniques – videos or case studies.

- Giving information not advice. External help is invited in order to give advice e.g school nurse.

- Confirming facts and reassuring when dealing with unexpected questions or comments from pupils.

- Encouraging reflection.

Statutory Curriculum Content

There are 5 strands to the relationship curriculum and 7 strands to the mental health and well-being curriculum that children are taught. Each of these has specific outcomes for children to achieve by the end of their primary education:

Relationship Curriculum Strands

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring relationships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- practical steps they can take in a range of different contexts to improve or support respectful relationships

- the conventions of courtesy and manners

- the importance of self-respect and how this links to their own happiness

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- what a stereotype is, and how stereotypes can be unfair, negative or destructive

- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so

- where to get advice, for example family, school or other sources

Physical Health & Wellbeing Curriculum Strands

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- about change, loss and bereavement, recognising that people experience and express grief in different ways.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- online activity can pose risks such as:
    - ☐ Online scams and fraud
    - ☐ Gaming monetisation
    - ☐ Financial harms online
    - ☐ Privacy settings and location sharing
    - ☐ Critical evaluation of online content
    - ☐ AI-generated content and manipulated images
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- accurate and age-appropriate anatomical vocabulary when teaching about the human body in order to support safeguarding, body confidence and communication

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health
- how to identify hazards, assess risk and keep themselves safe in a range of environments, including around roads, railways, water and public places.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Working with Parents

- The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are.
- The school works closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum and can share views at any time.

- Parents are provided with the following information:
  - The content of the relationships, sex and health curriculum
  - The delivery of the RSE curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Equality and Accessibility

- Unsworth Primary School is committed to ensuring that Relationships, Sex and Health Education is inclusive, accessible and appropriate for all pupils. In accordance with the Equality Act 2010, the school promotes respect for all individuals and does not unlawfully discriminate on the basis of any protected characteristic, including age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, or marriage and civil partnership.
- Teaching will be delivered in a way that is sensitive, age-appropriate and developmentally appropriate, whilst reflecting the diversity of the world in which our pupils live. Pupils will learn about different families, cultures, backgrounds and experiences in a respectful and inclusive manner. The curriculum will promote dignity, respect, tolerance and understanding, and will actively challenge prejudice, discrimination, bullying, harassment, sexist behaviour and harmful stereotypes.
- The school is committed to making reasonable adjustments wherever possible to ensure that all pupils, including those with SEND, can access and engage fully with the curriculum. Where necessary, content, resources and teaching approaches will be adapted to meet individual needs whilst maintaining high expectations for all learners.
- Through the delivery of RSE, the school aims to foster healthy, respectful relationships and create a culture in which every pupil feels safe, valued, included and able to thrive.
- This wording aligns well with current safeguarding expectations, Equality Act duties and the strengthened emphasis within the revised RSHE guidance on inclusion, respect and challenging harmful behaviours.

Withdrawing from the subjects

- Relationships and health education are statutory at Primary and parents do not have the right to withdraw their child from the subjects.

- Sex education is not statutory at primary level (other than the science curriculum aspects) and parents have the right to request to withdraw their child from all or part of the sex education curriculum.

- The head teacher will automatically grant withdrawal requests to any non-statutory sex education elements of the RSE curriculum, however, the headteacher will discuss to clarify the nature and purpose of the curriculum.

- The head teacher will discuss with the parent, the benefits of this important education and any adverse effects that withdrawal may have on the pupil e.g. social and emotional effects of being excluded.

- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.

- The parent will be informed in writing of the head teacher's decision.

- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

Behaviour

- The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Pupils know to speak to a trusted adult and share their concerns, which will be acted upon.

- Any bullying incidents caused as a result of the RSE curriculum, will be dealt with as seriously as other bullying incidents within the school following the processes in our Behaviour Policy and Anti-Bullying Policy.

Staff training

- All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the RSE curriculum and associated updates in line with KCSIE / DfE updates.

Confidentiality

- Confidentiality within the classroom is an important component of RSE education, however, teachers will alert the head teacher/DSL about any

suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Monitoring Quality

- The PSHE Subject Leader, alongside the Head teacher is responsible for monitoring the quality of teaching and learning in line with the school's policies and school improvement priorities.