



Madley Primary School

RSE Policy

Date established by governing body

Summer Term 2024

Review date

Summer Term 2025

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1. INTRODUCTION

N.B. Due to Covid-19 the policy development process of consultation has been delayed. It will be carried out during the academic year 2020-21.

1.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1.1.1 **Review** – a member of staff and governor pulled together all relevant information including national and local guidance.

1.1.2 **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.

1.1.3 **Parents and stakeholder consultations** – a working group of parents and any interested parties were invited to comment upon this policy

1.1.4 **Pupil consultation** – we investigated what exactly pupils want from their RSE.

1.1.5 **Ratification** – once amendments were made, the policy was shared with governors and ratified.

1.2 Relationship and sexual education (RSE), health, economic and citizenship education help to give pupils the knowledge, skills and understanding they need to lead a confident, healthy, independent life and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of our school and communities. In doing so they recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

1.3 They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. **RSE** encompasses the key themes of:

- **Belonging:** Identity and diversity, positive relationships (including relationship and sex education, consent and permission), good manners, transition, communication, kindness and humility (including anti-bullying), empathy, compassion and forgiveness.
- **Wellbeing:** Keeping healthy (diet, sleep and exercise), understanding and managing emotions, positive mindset and self-reflection, bereavement and loss.
- **The Wider World:** Rules, respect, citizenship and democracy, keeping safe, developing independence and self-help skills.

1.4 The aims of RSE together with health, economic and citizenship education in our school are to give all children the best teaching opportunities to enhance their learning and reach their potential in RSE and Citizenship. Our Curriculum Policy provides the context to achieve this aim. At Madley Primary School we provide the overall philosophy and culture for all learning to take place. Children's social, moral, spiritual and cultural development forms an integral part of learning in all subjects.

2. STATUTORY REQUIREMENTS

2.1 As a maintained primary school we adhere to the Equality Act 2010 and must provide relationship education to all pupils as per section 34 of the [Children and Social Work Act 2017](#)

2.2 However, we are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

2.3 In teaching RE, we must have regard to [statutory guidance](#) issued by the state as outlined in section 403 of the Education Act 1996.

2.4 At Madley, staff

2.4 At Madley Primary School we teach RSE as set out in this policy.

3. INTENT

3.1 Through our curriculum, our school environment, our school culture and the strength of our relationships, we strive to promote pupils' self-esteem, emotional behaviour and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

3.2 Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean they grow into independent, active and responsible members of our school community playing an active part in decision-making.

3.3 In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Madley Primary School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistency well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they both live now and in the future.

3.4 At Madley Primary School our intent is to:

- Provide a framework in which sensitive discussions can take place
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

4. IMPLEMENTATION

4.1 At Madley Primary School, the emphasis placed on RSE, British values and Citizenship blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the RSE framework receive appropriate focus and emphasis.

4.1.1 **School Values:** Our school values are created collaboratively with our pupils and focus on the acquisition of key qualities that ensure pupils are able to meet Madley Primary School's RSE Intent Statement. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. The emphasis and importance of our school values is evident throughout the school; they are embedded and form the basis of all we are and all we do. Two values are introduced by our Y6 pupils and focussed upon each month. Positive relationships and respect are central to the school values, which are:

- **Care Understanding Humility Happiness Fairness Sustainability Awareness Excellence Appreciation Peace Friendship Responsibility Respect Resilience Determination Co-operation Diversity Perseverance Compassion Tolerance and Patience**

4.1.2 **Special awards:** Unconditional positive regard, praise and positive language is consistent throughout the school. School Ambassador badges are given to pupils exemplifying the ethos, culture and values of the school. Values stickers are awarded by any adult working within the school when pupils demonstrate their values unconditionally and Headteacher Awards are given for exceptional individual standards and reaching personal targets.

4.1.3 **External Agency Provision.** The school utilise a wide range of external providers to share their expertise and help embed RSE through the wider curriculum:

4.1.4 **Crucial Crew** is a school's safety day designed for Y6 children and coordinated annually by the West Mercia Police and delivers a wide range of workshops such as:

- Herefordshire & Worcestershire Fire & Rescue - Fire safety and water safety
- 2Gether Mental Health - Strong Young Minds, Mindfulness and Five steps to wellbeing
- Network Rail - Rail safety
- HOPE Support Services – Keeping safe online

- Healthwatch Herefordshire – starting High School
- Herefordshire Council - Bus safety
- Dogs Trust - Safety around dogs
- Western Power – Electrical Safety

4.1.5 **NSPCC**

- Speak out and stay safe programme

4.1.6 **West Mercia Police STAR Programme (Stop, Think, Act Reflect)**

- Drug and alcohol awareness

4.1.7 **Herefordshire Community Recycling Group**

- Continued programme of awareness and involvement in all areas of recycling, conserve resources, saving energy, protecting the environment and reducing landfill

4.1.8 **Dogs Trust**

- Keeping safe around dogs and looking after them

4.1.9 **Emergency Services**

- Our themes on emergency services, health, the body, science and keeping safe regularly involve visits to school from Paramedic teams, Doctors, Dentists, Firefighters and the Community Police.

4.1.10 **Whole School Curriculum Themed Days and Weeks**

- Anti-bullying
- Internet Safety

4.1.11 **RSE in the classroom:** During timetabled lessons, using a combination of RSE strategies and resources, the following topics are taught in a systematic and progressive manner:

- Families and people who care for me
- Caring friendships
- Respectful friendships
- Online safety and online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

4.2 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them such as looked after children or young carers.

4.3 At Madley Primary School, we recognise that the development of the whole child does not stop at 1530hrs. Through the provision of a wide range of after school clubs and activities, pupils are given the opportunity to develop personal interests, based on the acquisition of knowledge and skills, in a safe environment. Additionally, after school clubs and breakfast club (held on site), facilitates wrap-around care that further enables pupils to embed and put into practice the knowledge and understanding acquired through the implementation of Madley Primary Schools RSE policy.

5. ROLES AND RESPONSIBILITIES

- 5.1 The governing board will hold the headteacher to account for the implementation of this policy and will jointly approve this policy.
- 5.2 The headteacher is responsible for ensuring that the PHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The headteacher will also invite external practitioners and visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 5.3 Staff are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a safeguarding or child protection issue. Staff will consult with the designated safeguarding lead and follow school procedures for reporting concerns.
- 5.4 Staff are responsible for:
- Delivering RSE in a sensitive way
 - Ensuring consistency of learning in RSE, including children with SEND
 - Modelling positive attitudes to RSE
 - Monitoring progress
 - Responding to the needs of individual pupils
 - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PHSE
- 5.4 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Staff are trained on the delivery of RSE as part of their induction and as part of our continued professional development.
- 5.5 RSE will take many different forms throughout the school and the curriculum including:
- Discrete curriculum time
 - Circle time
 - Listening skills games and activities
 - Cross curriculum teaching such as RE, Science and Geography
 - Indirect teaching as situations arise
 - Whole school and class assemblies
 - Special school events such as sponsored events and visits by the school nursing team
 - Residential visits for KS2
- 5.6 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- 5.7 Parents do not have the right to withdraw their children from relationship education. Parents have the right to withdraw their children from non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing to the headteacher (see Appendix 2).

6. IMPACT

- 6.1 Pupils at Madley Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a real view of being an effective and happy contributor in today's world. As laid out comprehensively in Appendix 3, children leaving for the next phase of their learning will have:
- Developed self-esteem and confidence
 - Developed personal skills that foster and facilitate good relationships
 - Learned to respect differences between people
 - Taken greater responsibility for their actions and be aware of their actions on others
 - Used thinking skills to make rational and informed decisions
 - Developed their personal qualities and values that will equip them to meet the wider social demands of young adult life

- Learned about issues that will have a bearing upon their development
- Involved themselves fully in the community life of the school including making decisions about issues
- Extended knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues
- Learned about the benefits of positive and healthy lifestyles

7. LINKS WITH OTHER POLICIES, GUIDANCE AND PROCEDURES

7.1 This policy links to the following:

- DfE sexual violence and harassment in school guidance (2018)
- Herefordshire Council guidance on peer-on-peer abuse
- Herefordshire Council safety plan for peer-on-peer abuse
- Safeguarding policy
- Inclusion policy and procedures
- Vision statement
- Behaviour and anti-bullying policy
- Curriculum policy
- Curriculum map (see Appendix 3)

8. MONITORING ARRANGEMENTS

8.1 The delivery of RSE is monitored by the headteacher and RSE lead, Lee Batstone through planning scrutinizes and learning walks.

8.2 This policy will be reviewed by Lee Batstone annually. At every review, the policy will be approved by the governing board.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 friendships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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	• 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 e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: Curriculum Map

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	September	October	November	December	January	February	March	April	May	June	July	
Values	Be determined	Be resilient	Be peaceful	Be caring	Be wise	Be kind	Be humble	Be honest	Be positive	Be tolerant	Be curious	
Calendar	*World Alzheimer month	*Black History month *International walk to school month	*Anti-bullying week			*National LGBT History month *Fairtrade fortnight	*National carers week	*The big pedal *Walk to work day		*Pride Month *Heart rhythm week *Child safety week		
Positive Safeguarding	Who can I talk to if I have a worry?		Anti-bullying		Stranger danger		Road safety		Online safety		Changes	
N / YR	Friends		Families		Being healthy (food and drink)		Being healthy (exercise and sleep)		Staying safe		Staying safe	
Y1	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Y2	What makes a good friend?		What is bullying?		What jobs do people do?		What helps us to stay safe?		What helps us grow and stay healthy?		How do we recognise our feelings?	
Y3	How can we be a good friend?		What keeps us safe?		What are families like?		What makes a community?		Why should we eat well and look after our teeth?		Why should we keep active and sleep well?	
Y4	What strengths, skills and interests do we have?		How do we treat each other with respect?		How can we manage our feelings?		How will we grow and change?		How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
Y5	What makes up a person's identity?		What decisions can people make with money?		How can we help in an accident or emergency?		How can friends communicate safely?		How can drugs common to everyday life affect health?		What jobs would we like?	
Y6	How can we keep healthy as we grow?				How can the media influence people?				What will change as we become more independent? How do friendships change as we grow?			