

Policy Document

Aughton Christ Church C of E Primary School **RSE POLICY**



Reviewed: September 2025
Next Review date: September 2026

Aughton Christ Church C E Primary School



RSE Policy

Aughton Christ Church Primary School is a Church of England Voluntary Controlled School. As a Church of England school, our Christian vision and values are central to all we do. These Christian values, based on the teachings of Jesus, provide the foundation for our RSE curriculum.

Our school ethos for RSE is in line with the Church of England Education Office:

*There are no problems here, there are simply people. People are made in the image of God. All of us, **without exception**, are loved and called in Christ. The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, **without exception, without exclusion.***
(Archbishop of Canterbury 2107)

VISION

Our vision is that all children and staff in our school can reach their full potential; spiritually, intellectually, socially, morally, physically and aesthetically. We wish to encourage an appreciation and curiosity of the world so they can take their place as kind and compassionate citizens, supporting one another in love and working together by following our Christian values as exemplified in the teachings of Jesus.

'Though we are many, we are one body in union with Christ, and we are all joined to each other as different parts of one body. So we are to use our different gifts in accordance with the grace that God has given us.'

Romans 12: 4-8

STATEMENT OF CURRICULUM INTENT

Our RSE curriculum meets the statutory needs of the national curriculum and is designed to meet the needs of all children at Aughton Christ Church C of E Primary School.

In consultation with parents, governors, children and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow children to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

IMPLEMENTING THE RSE CURRICULUM

What is RSE?

Relationships and Sex Education (RSE) is an identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.

RATIONALE

RSE:

- aids in the safeguarding of our children.
- promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, and nurtures respect for different views.
- fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.
- meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
- seeks pupils' and parents' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- aids children in the management of their own feelings and behaviour, and how they relate to others.
- helps children to understand how to keep themselves safe from sexual exploitation, including when using the internet and social media.
- equips children with the knowledge of how to keep themselves healthy, both emotionally and physically.
- aids personal development, so that they are well prepared to respect others.

CURRICULUM

Throughout the key stages, we use **Coram Life Education** resources to bring together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of this resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities; but we will also consider the needs of pupils at our school.

Our Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

Reception – Year 1: Lessons will cover identifying safe situations and those which may be risky; identifying trusted adults (both at home and school) who they can talk to if they feel worried; understanding about different types of families, including those with same sex parents with the emphasis being on all different types of families; life-cycles and how we grow; how some body parts are private.

Years 2 – 3: Lessons will cover the importance of boundaries within friendships and personal relationships, including online and through technologies such as mobile phones and games; what films, programmes and online content they should and shouldn't be watching, in addition to who to tell, if someone encourages them to watch inappropriate content; healthy and unhealthy secrets; how some body parts are private.

Year 4: Lessons will cover the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty (including menstruation for girls); respectful relationships and healthy and unhealthy secrets.

Years 5 – 6: Lessons will review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. Lessons will also cover puberty (taught in single sex lessons in Y5) and reproduction and conception (Year 6).

TEACHING AND LEARNING

Teaching and learning in this subject should be very similar to that in any other subject.

Lessons should be delivered where pupils feel safe and are encouraged to participate by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.

Relationships Education requires teachers to be aware of effective safeguarding practices, including:

- Creating a safe environment
- Setting and agreeing appropriate ground rules
- Teacher knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures.

Lessons should begin where the pupils are, so that progress is developmental and builds on children's needs and existing knowledge. Relationships Education addresses subject knowledge, along with the development of specific skills, including assertiveness, resilience, negotiation, addressing bias, conflict resolution, empathy; it explores personal and cultural values and beliefs.

Relationships Education is taught by staff regularly trained in RSE and PSHE.

All Relationships Education lessons support the development of spiritual, moral, social and cultural appreciation and will support the personal development, behaviour and welfare of pupils.

CREATING A SAFE AND SECURE LEARNING ENVIRONMENT

This is essential to effective Relationships Education. Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions; to reflect on issues and questions along with their own and others' values and attitudes safely, without fear of negative feedback. A safe, secure environment will also help teachers to feel confident when managing discussions about sensitive issues.

SINGLE SEX OR MIXED GROUPS

All lessons will be taught as mixed groups, except for the puberty lessons in Years 4 and 5.

CONFIDENTIALITY AND SAFEGUARDING

Staff cannot offer or guarantee pupils unconditional confidentiality.

If a member of staff feels that a child is at risk, they should discuss this immediately with the school's Designated Safeguarding Lead. External agencies delivering programmes should be made aware of the school's safeguarding policy and procedures.

TERMINOLOGY/LANGUAGE

The scientific names for body parts and the sexual organs should be used across school. These may be referred to as doctor words in EYFS and KS1. It is important to recognise that families will have their own language when referring to body parts, including genitalia, but children should learn the correct medical words at school, forming a key part of safeguarding.

PARTNERSHIP WITH PARENTS /CARERS

As part of our whole school approach to RSE, parent information sessions and opportunities for parents to view the materials and resources used will be provided by the PSHE lead.

Parents will be notified of when their children are going to cover puberty in lessons (Years 4, 5 and 6).

THE RIGHT TO WITHDRAW

Parents have the right to withdraw their children from all, or part of the Relationships Education curriculum, except for those parts included within the National Curriculum (Science).

EQUAL OPPORTUNITIES

All pupils have equal access to the RSE Curriculum and opportunities are provided for all pupils to achieve, including girls and boys, pupils with special educational needs, pupils who are more able, pupils with disabilities, pupils from all social and cultural backgrounds, pupils from different ethnic groups and pupils from diverse linguistic backgrounds.

SPECIAL EDUCATIONAL NEEDS

At our school, we teach RSE to all pupils, whatever their ability. RSE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. We provide learning opportunities that enable all pupils to make progress and set suitable learning challenges to respond to each pupil's different needs.

HIGHER ATTAINERS

At our school, high expectations are set for every pupil but we refer to pupils who have previously demonstrated or have the potential to work at a level above their peers as “**Higher (Prior) Attainers**”. When assessing whether a child is a higher attainer in RSE, we will consider whether they demonstrate a strong understanding of themselves, their bodies and have a thorough knowledge about how to keep themselves safe and can confidently think through more complex issues. These pupils should be given opportunities to discuss and reason, which enable them to think through more complex issues and more demanding concepts to deepen their knowledge and understanding.

IMPACT – MONITORING, ASSESSMENT AND REPORTING OF THE RSE CURRICULUM

(See Assessment, Recording and Reporting Policy)

Monitoring, Evaluation and Assessment of the Relationships Education programme is important as it enables our school to:

- understand the children's stage of development and needs.
- deliver relevant and engaging lessons.
- reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school.

Assessment will be carried out through:

- teacher observation of a child as an individual.
- teacher observation of a child within a group.
- observing/ listening when a child responds in class.
- using assessment opportunities provided by Coram Life Education that are mapped to support this (see Growing and Changing units), along with the Sex Education Forum's consultation tool to assess pupil need.

Role of Governors/Parents

Our governors determine, support, monitor and review the school's policies.

This policy has been written following consultation with staff, parents and governors.

At Aughton Christ Church, we believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding a 'meet the teacher' evening at the start of the school year to inform parents how all subjects are taught throughout the school year.
- holding parents evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicating how the child can develop their learning.
- disseminating information about RSE learning on the school web site that all parents can access it.

The role of the subject leader

- Take the lead in policy development
- Determine the aims of RSE in accordance with the new guidelines
- To devise RSE curriculum in line with requirements of the new guidelines
- Support colleagues in the development and the implementation of this curriculum
- Support colleagues in assessment and record keeping activities
- Monitor progress in RSE and advise the Head Teacher on action needed
- To provide and organise resources within the school
- To attend relevant courses to keep up-to-date with current procedures
- To keep other colleagues informed of professional development by sharing information
- Keep up to date with developments in RSE and disseminate information to colleagues as appropriate
- Conduct school audits
- Carry out walkthroughs and assess learning environments
- Create an action planner (which is linked to the school improvement plan)

The RSE Subject Leader in school is Mrs J Frackelton

Termly monitoring and evaluation of the RSE Curriculum will be carried out by the Subject leader and feedback given to staff as a result of this.

Sources of Further Information

This policy has drawn on:

- Coram Life Education <https://www.coramlifeeducation.org.uk/>
- PSHE Association <https://www.pshe-association.org.uk/>
- DfE Relations Education Guidance
- Sex Education Forum <https://www.sexeducationforum.org.uk/>

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J Frackelton