



Cockfield C of E Primary School

Relationships and Sex Education Policy

Approved by: Marc Gilbert (Executive Headteacher)

Review Date: January 2025

Next Review: January 2026

This relationships and sex education policy covers Cockfield Primary School's approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents / carers, staff and school governors.

It will be reviewed every two years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil's needs, or introduction of new legislation and guidance.

2. AIMS AND OBJECTIVES

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It allows children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from guilt or shock.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

3. TEACHING AND LEARNING STYLE

The curriculum addresses traditional and emerging issues and relevant challenges. Some of the elements of the RSE curriculum are statutory requirement to teach and meet The Equalities Act 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

4. CURRICULUM PLANNING for RSE

RSE will be taught using RSE Educator Solutions resource. This was purchased and agreed by staff, parent steering group and governors. The long-term plan as to how RSE fits into the overall PSHE planning can be viewed in the appendix.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, debating and independent research. This wide range of teaching strategies promotes engagement by all pupils. Distancing techniques, such as the use of characters within RE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and / or abuse. The school's responsibility is to safeguard pupils through a curriculum content, teaching methodologies and supporting resources.

RSE is most effective when it is in collaboration between school and home. The school will provide support to parents and carers through Learning Together Workshops, providing a valuable opportunity to develop awareness of emerging RSE topics. The school operates an open-door policy enabling parents to discuss RSE throughout the school year.

5. FOUNDATION STAGE

The RSE Educator Solutions resource includes material suitable for Reception aged children with appropriate content and resources. We relate the RSE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in RSE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We provide opportunities for the children to develop their knowledge and understanding of the world.

6. TEACHING RSE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At Cockfield Primary School we actively celebrate the diversity of our pupils, their families and the wider community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. We ensure that we recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

7. EQUAL OPPORTUNITIES

We strive to provide equality of opportunity, as defined in our Equal Opportunities Policy. To achieve this, we always aim to:

- Ensure that boys and girls are able to participate in the same curriculum

- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities, or arranging access to equipment
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment
- Equality of opportunity is a fundamental right that must be allowed to all pupils regardless of race, culture, gender, or special educational needs.

8. RECORDING COVERAGE OF THE NATIONAL CURRICULUM

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. The PSHE coordinator collects evidence of PSHE from class teachers through children's drawings, writing, photographs etc. All evidence is kept in the PSHE coordinator's folder. Coordinator meets with class teachers to discuss and record coverage of objectives met throughout the year. Children who miss specific lessons or special days are noted.

9. RESOURCES

The school has purchased RSE Educator Solutions resource.

10. MONITORING AND REVIEW

The Headteacher, co-ordinator and the governor for PSHE are responsible for monitoring this subject. The co-ordinator gathers evidence from all classes and holds regular meetings with the PSHE governor

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