

INTRODUCTION

At Aldingbourne Primary School we are passionate about providing all children with the opportunities to engage in relationship education and sex education when appropriate. This document outlines our aims in providing an insightful and engaging Relationship and Sex Education (RSE) curriculum to all children which equips children with the knowledge, skills and understanding to build healthy, positive relationships. The curriculum expectations and entitlement for all children are outlined as well as the coverage for each Key Stage. This policy also summarises teaching methods and resources used to equip children with the skills, knowledge and attributes they need to manage their lives and have successful relationships. Finally, our methods in assessing the children's knowledge and progress is explored to ensure that children achieve their full potential and are equipped with the tools to know and understand what a happy, healthy relationship is in every context of the word.

AIMS

We aim to deliver the RSE curriculum in an engaging manner, accessible to all children, of all learning styles, whilst building upon prior learning and learning about subjects that help children form and nurture positive relationships.

Our further aims are:

- To promote respect for themselves and others
- To raise awareness of outside influences e.g. media, peer pressure
- To promote responsible behaviour amongst pupils
- To enable pupils to recognise the physical, emotional and moral implications of certain types of behaviour
- To learn about the nature of family life
- To encourage openness and better communication about sexual matters
- To develop skills in making informed decisions and in combating exploitation and peer pressure

CURRICULUM EXPECTATIONS AND ENTITLEMENT

At Aldingbourne School all children experience a broad and balance RSE curriculum that takes into account all abilities, emotional and intellectual development and sensitivities. RSE education is embedded in our PSHCE lessons and is an integrated part of our PSHCE scheme of work. The specialist teacher (the well-being coordinator), looks and plans to make sure age appropriate material is taught from the early year, all the way up to year 6. RSE is taught during Infant and Junior Rotation as well as during assemblies. RSE is also taught in appropriate science lesson for the relevant years. Long term planning is accompanied by medium term planning as well as weekly planning for each rotation session.

Key Stage 1 and Early Years

Miss Webster teaches the RSE throughout the infants through her PSHCE lessons during infant rotation. Mrs Walker teaches the science objective during her science lessons in infant rotation. Mr Trent teaches the children about appropriate online relationships through ICT during the infant rotation.

During Key Stage 1 and Early Years:

- children learn about families and people who care for us including families that are different from their own
- children learn about caring friendships and recognise what makes a good friend
- children learn about respectful relationships and how their behaviour can affect others
- children learn about managing hurtful behaviour and how to conduct themselves
- children learn about online relationships and how it is important to tell a trusted adult if they experience any hurtful behaviour online
- children learn about being safe and the importance of being respected and what to do if someone does something that makes you feel uncomfortable
- children learn to *notice that animals, including humans, have offspring which grow into adults* during their Year 2 science lessons

Key Stage 2

Mrs Griffiths teaches the RSE throughout the juniors through her PSHCE lessons during junior rotation. She also teaches the science objective during her science lessons. Miss Spencer, Mr Trent and Mrs Maysey also teaches the children about online relationships during ICT in junior rotation.

During Key Stage 2:

- children build upon prior knowledge about families and people who care for us and continue to explore different family dynamics
- children build upon prior knowledge about caring friendships including peer pressure and bullying
- children build upon prior knowledge about respectful relationships as well as the importance to respect themselves and the damage of stereotypes and prejudices
- children build upon prior knowledge about online relationships and how to stay safe on a variety of online platforms, including trolling and what to do if you are concerned
- children build upon prior knowledge about being safe in a variety of scenarios including at home, in school and within the wider world
- children learn about gender and sexual orientation, including homophobia
- children gain an understanding of reproduction through The Growing Up Talk which includes puberty, period education to all year 6 pupils, the physical act of sex and the intimate relationship that is appropriate for such physical contact

- children learn to *describe the changes as humans develop to old age* - including puberty, during their Year 5 science lessons.

Relationship education is compulsory throughout primary school. Parents do have the right to request that their child be excused from The Growing Up Talk which takes place in the summer term for the Year 6 pupils.

TEACHING METHODS AND RESOURCES

As a school, we pride ourselves on our RSE. We ensure that RSE is accessible to all learners and is taught in a creative, fun and enriching manner, enable children to form, build and understand healthy relationships. We achieve this in the following way:

- children experience teacher in role to explore a range of subjects. For example, when Jennifer comes in because her friend won't talk to her because she was unkind to them and said some words that have resulted in their friendship breaking down.
- they participate in a variety of activities, such as games drama, art, discussion, hunts, stories and circle time, that enable children of all learning styles to access the objectives covered, whilst sharing own life experiences and participating in class discussions
- children participate in whole school assemblies that reinforce knowledge obtained in lessons and are able
- a wide variety of stories are used and are available to the children to help explain and reinforce subjects taught
- we pride ourselves in having an 'open door' policy and the children know they can talk to any adult if they feel they need to for support, guidance and reassurance.
- we ensure that we create a safe, open and positive environment based on trusting relationships between all members of the class, adults and children alike
- working collaboratively with the SENDCO to ensure that any children who require adaptations or additional support (small-group or additional over learning) can access the objectives so they have a meaningful impact.

ASSESSMENT

At Aldingbourne School, formative assessment is an integral part of our daily practise. It is used to inform planning, to facilitate differentiation and to ensure that the children have the foundations to successfully build upon their prior RSE skills and knowledge. At the end of the academic year, based on work in class and implementing the skills and tools taught, a judgement is given by the teacher which states if a child is working towards, within or met the PSHCE and relationship education curriculum. This is reported to parents in the child's end of year report.

PARENTAL CONSULTATION

We value parents and carers feedback and in line with DFE statutory requirements, this policy has been developed through a collaborative consultation process, including:

- **Policy & Curriculum Review:** Parents and carers reviewing the draft policy and progression map for PSHCE (which includes our RSE).
- **Opportunities for Feedback:** The appropriate email address shared for any comments and questions.
- **Resource Access:** All teaching materials are available for on-site viewing.
- **Ongoing Communication:** We provide advance notice for non-statutory sex education units to allow for dialogue and questions.

PARENTS' RIGHT TO WITHDRAW

In accordance with the DFE statutory requirements, parents have the right to request their children are withdrawn from the non-science components of sex education. The children cannot be withdrawn from the statutory science content of the National Curriculum or the statutory Relationship Education content.

Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with parents and carers and take appropriate action.