



RELATIONSHIPS EDUCATION POLICY (RSE)

HELPSBY HILLSIDE PRIMARY SCHOOL

Mission Statement:

At Helsby Hillside Primary School, our goal is to create a secure and happy setting where our children can thrive and achieve. RSE (Relationships and Sex Education) encompasses the learning of physical, moral and emotional development. It includes the teaching, learning and understanding of the importance of stable and nurturing relationships, respect, love and care. It also includes the teaching of sex, sexual health and overall well-being, including physical and mental health.

Requirements on schools by law

Starting from September 2020, it is a legal requirement for schools to provide a curriculum on Relationships Education and Sex Education. This is outlined in the [statutory guidance for Relationships Education, Relationships and Sex Education and Health Education by the Department of Education](#).

Specifically, primary schools are obligated to deliver Relationships Education as of September 2020. Our aim is to deliver Sex Education that equips all children with the necessary knowledge to navigate the changes that occur during adolescence, drawing upon the understanding of the human life cycle as outlined in the National Curriculum for science.

Health Education is statutory from September 2020 and covers the key facts about puberty and the changing adolescent body.

How Relationships (and Sex) Education is monitored and evaluated

The monitoring of lessons and standards will adhere to the same whole school approach as other lessons. To ensure students' progress and the effectiveness of lesson delivery, we will access the CORAM Life Education SCARF six half-term units and assessment opportunities. Following the guidance of the PSHE Association, it is evident that assessment in PSHE and RSE education should not revolve around levels and grades, but rather focus on the mind-set of the individual. This approach allows for a comparison on an individual basis of pupils building knowledge in relation to their previous years.

How the delivery of the content will be made accessible to all pupils.

The chosen curriculum ensures that the RSE content is relevant to our students and setting. In line with our commitment to equal opportunities, teaching materials and group activities will reflect the cultural and ethnic diversity of our society, where appropriate. Stereotyping in terms of race and gender should be avoided, and pupil's religious beliefs and cultural differences should be respected.

Our curriculum is designed to provide equal and respectful access to RSE lessons for boys, girls and individuals identifying as transgender. The curriculum embraces a variety of home and family situations to promote awareness, respect and understanding of the diverse range of home situations.

Just like our broader curriculum, we ensure that all students receive the necessary support to fully engage with the lessons, regardless of the learning, emotional, behavioural, or physical disabilities.

The teaching of Relationships and Sex Education will be delivered at an age-appropriate level.

Parental concerns and withdrawal of students

Parents were invited to participate in a consultation process regarding the implementation of the new approach to RSE and PSHE within the school starting from September 2023. This was a public consultation, allowing parents to openly express their questions and concerns, as well as privately voicing any specific issues.

To ensure transparency and involvement, long-term plans and curriculum coverage will be shared to families enabling them to stay informed about the topics taught.

When delivering RSE, parents have the right to withdraw students from sex education but not the relationships element outlined in the national curriculum as specified by the Department of Education (2019).

Prior to the delivery of Sex Education, information will be shared with families about the curriculum content, including guidance on the withdrawal process if they choose to exercise that option.

If a child is withdrawn from the sex education lessons, appropriate age-specific work will be provided, and arrangements will be made for them to be supervised within another classroom.

The policy and guidance will be made available on the school website. Parents have been notified that the school has decided to adopt SCARF CORAM Life Education, following the initial consultation period.

Safeguarding Procedure

If a child mentions or indicates their involvement, or potential involvement, in sexual activity, the staff member will treat the matter seriously and handle it in accordance with the school's safeguarding policy.

Sources of further information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)

This policy will be reviewed every three years or in the light of changes to legal requirements.

Reviewed by	Adam Khan and Andrew Newman	11/06/23
Approved by	Full Governing Board	25/06/23
Next Review Date		June 2026

CORAM Life Education- Long Term Plan



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
 Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem