

RSE Policy for Staff and Pupils

	Name	Date
Headteacher's Approval	Sian Blackwell	December 2024
Chair of Governors' Approval	Kate Coulson	January 2025
Recommended Review Date:	January 2026	

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	Jan 2024	Reviewed – no changes necessary	SB
2	Dec 2024	Updated to include 'No Outsiders' approach	SB
3			

This policy can be accessed via the school website and within the school's network.

The Department for Education (DfE) has published guidance which is preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in secondary schools from September 2020. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools. See <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE.

Consultation process

This policy will be shared with staff and governors for consultation and be developed further by involved staff, governors, pupils and parent/carers:

Pupils: RSE is taught within PSHE – SCARF (CORAM) has been adopted along with

Parent/Carers: Curriculum meetings, letters to parents. Parent workshops

Staff and Governors: training; discussion at meetings; working party; audit of RSE and policy

See guidance on developing sex and relationships.

<https://www.pshe-association.org.uk/news/new-sre-guidance-published-pshe-association-brook>

Definition of RSE

RSE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence. (see PSHE Association).

Roles and responsibilities in school

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Charley Oldham (Co-Head Teacher), Sian Blackwell (Co-Head Teacher) and Rebecca Reeve (PSHE Subject Leader). The governor/committee who has oversight is Kate Coulson (Chair of Governors).

Staff continuing professional development

*Staff development is supported at Cogenhoe via a range of means. These include adopting the SCARF (CORAM) scheme of work and teaching RSE through PSHE lessons and **whole school No Outsider Assemblies and curriculum lesson plans to teach diversity and Equality**. Staff meetings are delivered as well as other meetings that support the well-being of staff and pupils. Teachers are provided with support and guidance from within school by their middle leader.*

RSE and safeguarding

At Cogenhoe we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm.

RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed

Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing)
- Racist, **Disability, Age, Gender Assignment, Marriage and Civil Partnership**, Religion or Belief, and homophobic abuse- age appropriate.
- Sexting (Year 6)
- Substance misuse (also in Science)
- Issues that may be specific to local area or population.

We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

Confidentiality

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Leads (DSL) **Charley Oldham/ Sian Blackwell** if what is disclosed indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be

passed on. Use 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, using case studies and scenarios.

In one to one situations a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

Under the Sexual Offences Act 2003, a child aged 12 or under is not capable of consenting to sexual activity and penetrative sex is classified as rape. If a child under 13 discloses penetrative sex or other intimate sexual activity, the staff should always talk to the designated child protection lead.

Working with parents and carers

Parents and carers have an especially important role to play in RSE at Cogenhoe. They will become involved in the consultation process in the development of this policy and the school informs and works with parents in the following ways:

- Curriculum meetings – for staff and parents to discuss
- **A No Outsiders Guide 'All Different All Welcome' is shared with all parents and available at the school office .**
- Before RSE lessons in years 5 & 6 a letter to parent/carers is sent out describing the RSE their children will cover. In this way, parent/carers can be prepared to answer questions at home.
- Workshops for parents on how to confidently talk to their children about sex and relationships.
- Information in newsletters and on the school website.
- Coffee mornings for parents to discuss any issues.
- Assemblies where parents can gain an insight into what is taught within the curriculum.

Section 405 of the Education Act 1996 enables parents to withdraw their children from sex education other than the sex education that is in the National Curriculum (such as the biological aspects of human growth and reproduction and the spread of viruses.)

If parents approach the school to withdraw their child from RSE they will be shown the RSE policy and informed what the National Curriculum content is and what curriculum content their child can be withdrawn from.

If the parents still decide to withdraw their child, then other arrangements will be agreed and made for them during this time. Parents should be made aware that there may be impromptu discussion in the classroom at other times.

Relationships and Sex Education within PSHE

RSE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed.

Establishing a safe and supportive environment

- Boundaries for discussion and confidentiality are discussed before the lessons begin.
- Each class/group establishes its own ground rules, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Good practice in teaching and learning

- Using the correct terminology to make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology by the PSHE scheme.
- Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Inclusion

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience.

RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships.

Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of RSE.

Things to consider:

- Staff approach RSE sensitively, as pupils are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints.
- RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RSE and the school's inclusion policy.

The RSE curriculum

Relationship teaching and learning is embedded in daily practice (through our school values such as keeping ourselves and each other safe). The RSE curriculum is organised as follows:

- Explicitly taught in years 5 and 6
- Use the SCARF scheme of work, which develops children's understanding of RSE.
- Mixed sex groups and single sex when thought appropriate (e.g. menstruation for girls and wet dreams for boys)
- A 'Question Box' is used to enable pupils to ask confidential questions on pieces of paper, which the teacher uses at the end of the programme (years 5 and 6)
- Teachers consider the age and maturity of the pupils when answering questions and how they relate to the intended learning for the class
- There are options on how to answer a question (answer to whole class/individual child after the lesson/refer the question to be answered at home)
- Teachers need to ensure children understand that some issues may not be kept in confidence if the child is at risk
- Teachers need to be mindful of the school's safeguarding procedures.

Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. **Some visitors include, NSPCC- Staying Safe, Local Community Support Officers and DAART lessons for Year 6.**

Staff have also had training on safeguarding pupils that including areas such as FGM

How we brief visitors :

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow (e.g. school nurse and RSE outreach team).

Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

We establish what pupils already know through:

- Mindmaps and discussions
- Draw and write activities to find out what pupils already know
- Continuums/diamond nine and other activities to find out what pupils feel is important to them

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives

We assess pupil progress assessed through:

- Written or oral assignments
- Quizzes
- Pupil self-evaluation
- One to one discussion
- Floor books to show a range of learning in one class
- Use of Seesaw to collate evidence

Monitoring and evaluation

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE coordinator is responsible for monitoring and evaluation of RSE. Methods used include:

- feedback on lessons
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- PSHE floor books for each class
- annual PSHE review

Resources

A whole primary school curriculum for RSE (SCARF)

[PSHE Association/Sex Education Forum No Outsiders. We Belong Here Lesson Plans to Teach Diversity and Equality in School Andrew Moffit.](#)