



RSE Policy

Intent –

At Brookdale Primary School we believe that Relationships Education / RSE education should always be taught as part of broader PSHE education so that pupils can develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons. However, in order for our children to be equipped with the knowledge they require to understand changes that occur through their lives and relationships additional RSE lessons are required in some year groups. RSE content at Brookdale Primary school

- specifically promotes our school core values of Respect, Friendship, Compassion, and Responsibility. Teamwork and determination may be built up within the ways in which children are taught and learn.
- is available for parents and carers to view and discuss with the PSHE lead.
- always considers the age and development of pupils. Materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND
- supports and complements school policies on: Child protection/safeguarding, and PSHE.
- links to knowledge gained and learning in PSHE and science and provides our children with the vocabulary they will need to be able to talk about themselves including their body and their emotions.
- develops our children's appreciation and understanding of the range of families and relationships that make up our society.
- addresses diversity issues and ensures equality for all through the range of resources and materials used and situations discussed.
- reinforces and explores safeguarding/keeping children safe helping our children understand that they have a right to their personal space, be respected and what to do if they feel uncomfortable or unsafe.
- explores issues such as Respect and Equality and FGM and helps our children understand their rights and those of others.
- encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.
- Is in line with the expectations set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education for 2020

The intent of the RSE curriculum is outlined and detailed in the RSE Progression map

Implementation -

At Brookdale Primary school we use the Christopher Winter Project Teaching RSE with Confidence in Primary Schools from F2 through to year 6 to supplement our PSHE curriculum with specific RSE lessons and resources.

In F2 there is a particular focus on families and friendships. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

EYFS-

In the Early Years Foundation Stage (EYFS), it is our intention to relate the children's development in PSHE to the objectives set out in the Early Learning Goals which underpin the curriculum planning. Specific CWP lessons and resources for F2 are used to develop the concepts of friendships, saying sorry and forgiveness, and to recognize that all families are different.

Years 1 to 6

- CWP lessons and resources have been planned in to the PSHE curriculum to supplement the specific teaching of RSE.
- In years 1, 3, 4 and 6 these lessons are delivered within the PSHE question the content links to. This may be in 1 specific term or across the year.
- In year 2 the CWP lessons are taught within the science unit Animals (including Humans)
- In year 5 additional RSE lessons using the CWP lessons and resources are taught in the summer term **in addition to** the PSHE question
- Planned enrichment activities/visitors can be used to develop and support the school's planned programme.
- A safe learning environment is established within each class by having clear 'ground rules' and a confidentiality policy that is understood by all (adults and children). Stereotyping and the use of negative or prejudicial language is not acceptable and will be challenged.
- In addition to the planned, recurring topics it is important that issues are addressed when they arise due to the needs of the children at a certain time including questions which may be asked. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns.
- LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. That there are different types of loving and caring relationships is intrinsic to the PSHE content of our curriculum. Our children will know that families can be made up in lots of different ways and may include same sex relationships.
- Our children learn about stereotypes and how these can affect individuals and their self-esteem. In Year 5 our children will know that Individuality & personal qualities make up identity and gender may not correspond with biological sex.
- In Year 6 our children learn that people have different relationships in their lives including romantic or intimate relationships and that people who are attracted to and love each other can be of any gender, ethnicity or faith.
- Parents are aware that they cannot withdraw their child from Health Education or Relationships Education but they can withdraw their child from lessons which are specific to sex and are not part of the science curriculum for that year group.
- Parents are encouraged to discuss any issues or concerns they may have about subjects covered in PSHE or the specific RSE lessons and resources used with the coordinator.

Impact –

- The subject leader is responsible for reporting on standards in art across the school to the governing body.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets as part of PSHE assessment as they feel necessary for individuals, groups or the whole class
- Foundation 2 staff make summative judgements termly by entering data into Tapestry .

