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Local Authority Code: 895
Establishment Number: 3821

Local Authority Code: 895
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

Federation Curriculum Policy

RSE

Reviewed: November 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2024

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Statement of Intent, Implementation and Impact

Our broad and balanced curriculum is bespoke to our pupils and to the community in which they live. We believe that every child can reach their full potential through our core values. We are passionate about achieving the best outcomes for all – academically, socially and emotionally.

We celebrate our difference in a respectful, nurturing and inclusive environment where everyone matters. By aiming high, building resilience and having a positive attitude, our children will achieve their goals.

Through the teaching of RSE, **our Federation** aims:

- To help our children fulfil their social, personal and educational potential
- To prepare children for the transition phase from primary to secondary school and their physical development.
- To build a responsible future generation
- To provide inspirational learning opportunities
- To give all stakeholders an opportunity to actively contribute to the school community.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

We will achieve this by:

- Having high expectations of all and each other
- Valuing individuals and individuality
- Working collaboratively within school, with the wider community and partnership school
- Continually developing our team
- Providing a balanced curriculum that is matched to our children's needs

In an environment which is:

- Safe and secure
- Welcoming and friendly
- Inspiring, creative and nurturing
- Inclusive for all

Our **curriculum plans in RSE are clear on what end points the pupils are working towards** and what pupils will need to be able to know and do at those end points.

The RSE curriculum is **planned and sequenced** so that new knowledge and skills build on what has been taught before, and towards defined end points.

The RSE curriculum **reflects the school's local context** by addressing typical gaps in pupils' knowledge and skills.

The RSE curriculum is **broad and creatively linked to other subjects, with an emphasis on English skills**.

[Disadvantaged pupils or pupils with SEND are supported to access the same broad and challenging curriculum as all pupils.](#)

Teachers have **expert knowledge** of RSE and, where they do not, they are supported to address any gaps so that pupils are not disadvantaged.

1. Legal Framework

From September 2020 Relationships education must be taught by all primary schools, and the teaching of health education will also be mandatory in all primary schools. The government believe that the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

As a result, parents will not be able to request that their children are withdrawn from these subjects.

This school is committed to working with parents as part of its normal daily practice. Parents can, under section 405 of the 1996 Education Act, withdraw their child from sex education lessons:

*'If any parent of any pupil requests that she/he may be wholly or partly excused from receiving sex education at the school, the pupils shall, **except**, in so far as the education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn'.*

Parents wanting to exercise this right are invited to discuss the issue with the class teacher who will explore the concerns and discuss any impact that such action may have on the child. Resources used in sex and relationship education will be available to parents who wish to view them prior to use with the class.

At Cledford and Gainsborough we teach SE as set out in this policy.

2. Roles and Responsibilities

2.1 The RSE coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all RSE resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of RSE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of RSE in subsequent years.

2.2 Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' relationship skills, with due regard to the national curriculum.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **RSE coordinator** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
- Reporting any concerns regarding the teaching of the subject to the **RSE coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

2.3 Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

3. Early Years Provision

3.1 Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.

3.2 Provision for early years pupils focusses on four specific areas:

- Understanding the world
- Expressive arts and design

3.3 All activities will adhere to the objectives set out in the framework.

3.4 In particular, RSE-based activities will be used to develop pupils' understanding of their family and friends.

4. The National Curriculum

4.1 The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

4.2 Learning Objectives

RSE is taught under 5 core themes:

Core theme 1 – Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- ☐ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ☐ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel

unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Core theme 2 – respectful relationships

- ☐ The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds),
- ☐ To make different choices or have different preferences or beliefs
- ☐ Practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ The importance of self-respect and how this links to their own happiness
- ☐ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ☐ The importance of self-respect and how this links to their own happiness
- ☐ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ☐ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ☐ What a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ The importance of permission seeking and giving in relationships with friends, peers and adults.
- ☐ The conventions of courtesy and manners.

Core theme 3 – on line relationships

- ☐ That people sometimes behave differently online, including by pretending to be someone they're not
- ☐ That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ☐ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ How information and data is shared and used online

Core theme 4 – being safe

- ☐ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- ☐ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- ☐ How to recognise and report feelings of being unsafe or feeling bad about any adult
- ☐ How to ask for advice or help for themselves or others, and to keep trying until they're heard
- ☐ How to report concerns or abuse, and the vocabulary and confidence needed to do so

- ☒ Where to get advice (e.g. family, school and/or other sources)
Core theme 5 – changing adolescent body
- ☒ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- ☒ About menstrual wellbeing including the key facts about the menstrual cycle

Sex education expectations

There is no list of expectations for sex education at primary school; relationships education is compulsory, sex education is not. With the federation we teach sex education in years 5 and 6. We aim to:

- ☒ Make sure boys and girls are prepared for the changes that adolescence brings
- ☒ Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

5. Cross-curricular links

5.1 Wherever possible, the RSE curriculum will provide opportunities to establish links with other curriculum areas.

5.2 English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' writing skills are developed through recording feelings.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

5.3 Science

- Pupils have the knowledge they need to live a physically and mentally healthy lifestyle
- Pupils' practical skills are developed through the knowledge of personal hygiene and first aid.
- Pupils will develop their knowledge of their body and how it changes over time.
- Pupils will develop an understanding of reproduction.

5.4 Computing

- ICT will be used to enhance pupils' learning.
- Pupils will use ICT to locate and research information.
- Pupils will be taught how to use ICT in the wider world safely and responsibly.

6. Teaching and Learning (Pedagogy)

In our school sex and relationships education is not delivered in isolation but embedded in other curriculum areas, including Personal, Social & Health Education (PSHE), RE and Science.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for

example: looked after children or young carers).

- 6.1 Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2 Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.
- 6.3 Lessons will allow for a wide range of relationship discussions, including the following:
 - Questioning, predicting and interpreting
 - Practical experiences
 - Collaborative work
 - Role-play and discussions
 - Problem-solving activities
 - Researching using secondary sources
- 6.4 Lessons will involve the use of a variety of sources including; whole class discussions, pictures, videos and books.
- 6.5 The classroom teacher, in collaboration with the **RSE coordinator**, will ensure that the needs of all pupils are met by:
 - Setting tasks which can have a variety of responses.
 - Providing resources of differing complexity according to the ability of pupils.
 - Setting tasks of varying difficulty depending on the ability group.
 - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6 Opportunities for outdoor learning and practical work will be provided wherever possible.

7. Feedback

Feedback should:

- Redirect and focus either the teachers' or the learners' actions to achieve a goal
 - Be specific accurate and clear
 - Encourage and support further effort
 - Inform future planning, ensuring continuity, progression and appropriatedifferentiation
 - Be given sparingly so that it is meaningful
 - Put the onus on students to correct their own mistakes, rather than providing correct answers for them
 - Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
 - Encourage children to take responsibility for improving their own learning by self assessment and peer assessment
 - Ultimately be seen by pupils as a positive approach to improving their learning

8. Planning

- 8.1 All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 8.2 Throughout the school, RSE can be taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 8.3 Lesson will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 8.4 Long-term planning overviews are used to outline the units to be taught within each year group.
- 8.5 Medium-term planning will highlight the elements of RSE taught across the curriculum as well as highlighting the opportunities for assessment.
- 8.6 Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 8.7 Medium-term plans will be shared with the RSE coordinator to ensure there is progression between years.
- 8.8 All lessons (where necessary) will have clear learning objectives, which are shared and reviewed with pupils.

9. Assessment and Reporting

- 9.1 Assessing children's learning in RSE enables teachers to identify pupils' retention of knowledge, misconceptions and next steps. Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short recorded task. All tasks are quick and pacy as new learning is the priority.
- 9.2 Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objectives
 - Specific assignments for individual pupils
 - Observing practical tasks and activities
 - Pupils' self-evaluation of their work
- 9.3 Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 9.4 Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

10. Resources

- 10.1 There is a range of resources and schemes of work to support the teaching of RSE across the school.
- 10.2 Teachers have access to the library service and can order a wide range of books and resources for each area of learning.

10.3 Children have access to the internet through computers, laptops, i-pads and interactive whiteboards.

11. Equal Opportunities & Inclusion

11.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.

11.2 Our curriculum is broad and balanced and we have high expectations of all children.

11.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

11.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.

11.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- children with special educational needs and disabilities.

12. Staff Training

12.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

12.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.

12.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.

12.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.

12.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

12.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

13. Monitoring and Review

This policy will be reviewed on an **annual** basis by the **RSE coordinator**.

The **RSE coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.

The next scheduled review date of this policy is **October 2024**.

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy

APPENDIX A - RSE progression map

Families and people who care for me							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other’s lives. • That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 						
Learning Objectives		To understand what a family is and why they are important.	To understand that there are many different types of family and that at Gainsborough we value all types of family equally	To understand that there are many different types of family and that at Gainsborough we value all types of family equally	To understand that families can be diverse. To understand what families do for each other (facing difficulties together)	To understand that marriage and civil partnerships represent a lifelong commitment.	To recognise if family relationships are making me feel unhappy or unsafe. To know how to seek help or advice from others if needed.
Caring friendships							
NC Objectives	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 						

	<ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 						
Learning Objectives		To understand how to be a good friend and what makes friendships feel good.	To understand what qualities make a good friend.	To develop my understanding of what a good or healthy friendship is.	To develop empathy towards my friends and their feelings.	To explore trust and secrets in friendships	To explore peer pressure and develop the skills to say no.
Respectful relationships							
NC Objectives	<ul style="list-style-type: none"> • The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), • To make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission seeking and giving in relationships with friends, peers and adults. • The conventions of courtesy and manners. 						

<p>Learning Objectives</p>		<p>To explore similarities and differences between my friends and me.</p> <p>To respect people's differences</p> <p>The conventions of courtesy and manners.</p>	<p>To respect other people and celebrate our differences.</p> <p>To make different choices or have different preferences or beliefs.</p> <p>The conventions of courtesy and manners</p> <p>To know it's great to be me</p>	<p>To develop a positive sense of self.</p> <p>The conventions of courtesy and manners.</p>	<p>To challenge stereotypes</p> <p>The conventions of courtesy and manners.</p>	<p>To explore the challenges of online and offline friendships.</p> <p>Internet safety day</p> <p>The conventions of courtesy and manners.</p>	<p>To understand more about discrimination and the groups covered by the equality act</p> <p>To develop an understanding of the key terms related to sexual identity and gender identity</p> <p>To understand that discrimination and prejudice is unacceptable</p> <p>The conventions of courtesy and manners.</p>
<p>Online relationships</p>							
<p>NC Objectives</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they're not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 						

	<ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online 						
Learning Objectives		<p>To understand that people behave differently online and some people pretend to be someone they're not.</p> <p>Internet safety week</p>	<p>To have an awareness of ways that keep me safe.</p> <p>To build a support network of people who can help me.</p> <p>Internet safety week</p>	<p>To identify someone who can help if I need it.</p> <p>To understand what the CEOP reporting symbol is.</p> <p>Internet safety week</p>	<p>To begin to develop skills in assessing and managing risk on and offline.</p> <p>Internet safety week</p>	<p>To explore the challenges of online and offline friendships</p> <p>Internet safety week</p>	<p>To develop an understanding of the risks of sharing images of themselves and their bodies online.</p> <p>Internet safety week</p>
Being safe							
NC objective	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they're heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice (e.g. family, school and/or other sources) 						

Learning objective		<p>To name personal/ private body parts in a safe space confidently.</p> <p>To understand what “private” means</p>	<p>To have an awareness of keeping myself safe.</p> <p>To build a support network of people who can help me.</p> <p>PANTS presentation NSPCC</p>	<p>To name body parts and know which parts should be private</p> <p>To know the difference between appropriate and inappropriate touch</p> <p>To understand that they have the right to say “no” to unwanted touch</p> <p>To start thinking about who they trust and who they can ask for help</p>	<p>To name my personal/ private body parts.</p> <p>To explore the ideas of safe touch, personal space and consent.</p>	<p>To understand safe and unsafe touch</p> <p>To be able to say no to unwanted touch or behaviour.</p>	<p>To learn about who can help including external services and know that it is good to talk no matter what the issue.</p>
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Changing adolescent body

NC objective	<p>Changing adolescent bodies</p> <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	<ul style="list-style-type: none"> About menstrual wellbeing including the key facts about the menstrual cycle <p>Sex education expectations</p> <p>There's no list of expectations for sex education at the primary level, as unlike relationships education it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:</p>

- | | |
|--|--|
| | <ul style="list-style-type: none">• Make sure boys and girls are prepared for the changes that adolescence brings• Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born |
|--|--|