



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 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 -

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. There is a particular focus on families and relationships within F2. The 1decision resources are designed to initiate conversations about feelings and emotions.

Years 1 to 6

- At Brookdale we use the resources from 1decision (our main PSHE resource) to deliver RSE
- 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).
- The programme introduces the concept of appropriate touch and teaches them the skills they need to keep themselves safe.
- Children in year 1 and 2 are taught the correct words to use for their external genitalia as naming body parts is covered as part of national curriculum science.
- 1 decision resources cover the relationships element of the statutory guidance, using a range of videos, quizzes and interactive activities.
- Learning about how to use the internet and social media wisely and how and when to report anything that is potentially harmful, including online bullying are covered by the 1decision resources in key stage 1 and 2.
- The children learn to recognise unsafe and risky situations and to ask for help.
- From Year 5 the concept of puberty is introduced so that children are prepared for the physical and emotional changes that it brings before its onset. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on year.
- Planned enrichment activities/visitors can be used to develop and support the school's planned programme.
- 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.
- Our children learn about stereotypes and how these can affect individuals and their self-esteem.
- 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 leadership team 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 against the Early Learning Goals at the end of the academic year in readiness for Year 1.

