



MANLEY PARK
PRIMARY SCHOOL

G R O W I N G T O G E T H E R

Relationships and Sex Education (RSE) Policy

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1) This policy has been developed through consultation with:

- Headteacher
- PSHE Lead
- Parents
- Governing body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from Healthy Schools Manchester www.manchesterhealthyschools.nhs.uk and the PSHE Association <https://www.pshe-association.org.uk/user>

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the many faiths and ethos of our school.

3) Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Health Education is learning:

- To understand and manage different emotions
- To develop self-esteem and confidence
- To understand the importance of self-care including personal hygiene, physical health and fitness, healthy eating, legal and illegal harmful substances including associated risks and basic first aid.
- The changing adolescent body and puberty including menstruation

The statutory guidance states that:

'Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.'

NHS advice states that puberty can begin as early as age 8 for girls and age 9 for boys.

Therefore, from Year 4, children at Manley Park Primary School will learn about the changing adolescent body and puberty. They will learn about the physical and emotional changes that occur and menstruation. To support the delivery of these lessons we will be referring to guidance provided by Manchester Healthy Schools including the agreed 'I-Matter' resources.

Sex Education is not statutory until secondary school, therefore Manley Park Primary School does not teach Sex Education.

Our school setting

Manley Park Primary School is situated in the Whalley Range area of Manchester. Manley Park Primary School was rated as "outstanding" by Ofsted in May 2024, and has 437 children on the school roll. Our largest ethnic groups are White British, 42.3% and other Pakistani, 22.8%. Just

over half of our children speak English as an additional language. At Manley Park, the number of children eligible for free school meals is slightly below average and the percentage of SEN pupils and/or disabilities supported at school action is above average. The school has achieved Healthy School silver status and the Eco Bronze award.

4) Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme at Manley Park Primary School aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

5) Morals, Values, and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Manley Park Primary School promotes the spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 1) will reflect the values of our school PSHE programme and will be taught within the context of relationships and health.
- The RSE programme at Manley Park Primary reflects our ethos, and this is underpinned by our whole-school values of respect, responsibility, patience, understanding, compassion and positivity.
- RSE will be delivered as a whole school approach through a spiral curriculum to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

6) Delivery of Relationships and Sex Education

RSE is delivered within discrete PSHE lessons that take place once a week. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a

pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed. RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

There is a 'worries and wishes box' found in every classroom to enable pupils to voice their worries or wishes. These are monitored regularly by staff and pupils will be able to discuss their thoughts in more detail with their teacher.

In RSE lessons, pupils are able to ask anonymous questions if preferred, by writing a note for the class 'ask it basket'. Whilst having obvious benefits of 'distance' for some pupils, it also gives the teacher the time to consider the best response, ensure up-to-date facts or to consult a colleague or professional if necessary.

We use resources that are quality assured by Healthy Schools Manchester and the PSHE Association. These are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during our parent sessions.

Correct scientific and inclusive language will be used throughout the RSE and PSHE curriculum. RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE.

These include: the school nurse, voluntary sector, theatre and the police after discussion with the PSHE lead.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, Embedding our School Values and Healthy Relationships Policy, Child Protection and Safeguarding policy and work within these policies. They will also make themselves familiar with our curriculum through discussion with the PSHE lead and/or class teachers.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor policy. This evaluation informs future planning. Lessons can be co-delivered with the school nurse; consideration to this is given at the planning stage.

7) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents through information evenings, during policy development, termly curriculum newsletters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.

- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

8) Parents right to withdraw

There is no right to withdraw your child from Relationships Education or Health Education at primary. From September 2020, these lessons became statutory and your child is therefore required to take part in these lessons as part of the National Curriculum.

9) Access to sanitary products.

Pupils are beginning to menstruate as early as in Year 4. Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in all junior school female and disabled toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

10) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of PSHE including RSE is carried out via books looks, pupil voice and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through learning walks.

RSE is monitored on an annual basis by the PSHE lead in the school to ensure that the content is relevant for the pupils and resources are updated.

11) Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

12) Accessibility / Equalities Act

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Manley Park Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the behaviour / anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

To support with the planning and delivery of RSE for children with SEND, we refer to the PSHE Education Planning Framework for Pupils with SEND. It has been designed to help teachers plan and assess developmentally-appropriate PSHE education for pupils with SEND and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE).

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

13) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

14) Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings, workshops and INSET days. Should any staff identify any training needs this should be reported to the PSHE Lead.

15) This RSE Policy is supported by and links to the:

PSHE Policy
Safeguarding/Child Protection Policy
Embedding our School Values and Healthy Relationships Policy
Equality Policy
Anti-bullying Policy
Health and Safety Policy
E-Safety Policy
Relationship and Sex Education Guidance – DfE (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

16) Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.