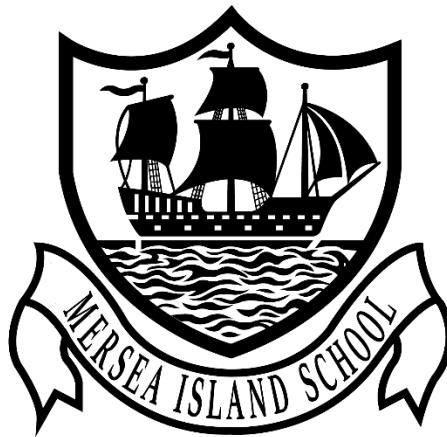




RSE

December 2024

Mersea Island School

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Mersea Island School

Policy for RSE

Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

C ommunity

A spiration

R espect

E njoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

What is RSE?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, gender, healthy lifestyles and diversity.

Rationale for RSE

At Mersea Island School, we want our children to receive a high-quality Relationship and Sex education so that all pupils have a greater understanding of the scientific language, have the tools to enable them to make informed decisions about relationships, allowing them to create a happy and successful adult life. The curriculum for RSE is carefully sequenced to build knowledge, create a positive culture around sexuality and relationships and build on prior learning to enable pupils to make connections between ideas/their learning and the world around them. We want the children to see RSE as being relevant to their world and applicable to everyday life

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as well as being something that they continue to learn through their school life and ultimately to the world of employment/and beyond.

To that end, we aim to provide a high-quality, interrelated and creative experience which is one that develops the children's ability to understand RSE and one which allows them to apply the skills they have developed in a variety of ways. Our curriculum is intended to be progressive, build on prior learning and to actively encourage children to have purposeful memorable experiences. We recognise our school has a very unique setting and use the local environment as a rich learning resource. We are mindful that our pupils need to be aware of the cultural diversity which exists beyond the island and actively seek opportunities to deepen our pupils' awareness, understanding and tolerance of the multicultural world in which we live.

This policy has been developed in consultation with parents, teachers and other school staff, governors and the pupils. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils.

Intent

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from 2020. Sex education is not compulsory in primary schools, however, the department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At Mersea Island school we intend to:

- Deliver the statutory requirements of the National Curriculum across the Foundation Stage, Key Stage One and Key Stage Two.
- Promote the science curriculum, introducing and heavily focusing on the scientific language on the main external body parts and puberty.
- Ensure that both boys and girls are prepared for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Ensure that pupils are able to have sensitive discussions in a trusted, supportive environment.
- Promote a safe learning environment for pupils to feel confident to ask questions.
- Offer support to parents and pupils about these conversations in the home.
- Help pupils develop feeling of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.



- In Year 6, children identify the changes that happen through puberty to allow sexual reproduction to occur, know the variety of ways in which the sperm can fertilise the egg to create a baby and know the legal age of consent and what this means.

Implementation

The SCARF scheme of work and resources offers a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, Cultural Capital, SMSC and schools.

The curriculum is delivered through a variety of methods including:

- PSHE displays throughout school focusing on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, BV and SMSC, which enables pupils to make links across the wider curriculum.
- Wider Curriculum, All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.
- Whole school, Key Stage and class assemblies always make links to PSHE, British Values and SMSC.

Roles and Responsibilities:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Class teachers are responsible for the teaching of RSE.

Staff cannot opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the subject lead and head teacher.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. If a parent wishes to withdraw their child, they must put this in writing to their class teacher. The class teacher and/or

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senior leadership team will meet with the parent to discuss the benefits of its teaching and offer reassurance to the way it is tailored to our children.

What should you expect to see in the learning environment?

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The physical appearance of PSHE learning environments across the school depending upon the age, content and needs of the children involved. In all PSHE learning environments, the school attempts to foster the following:

- Openness

Pupils will be open and honest, but not discuss directly their own or others' personal/private lives. The class will discuss general situations as examples but will not use names or descriptions which could identify anyone. No child is ever put 'on the spot' and expected to answer if they do not wish to.

- Keep the conversation in the room

All pupils feel safe discussing general issues relating to relationships within this space, and know that teachers will not repeat what is said in the classroom unless they are concerned someone is at risk, in which case they will follow the school's safeguarding policy.

- Non-judgmental approach

Pupils understand that it is okay to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

- Right to pass

Taking part is important. However, pupils have the right to pass on answering a question or participating in an activity.

- Make no assumptions

Pupils and adults will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

- Everyone will be listened to

Everyone will listened to, respect other people's point of view and expect to be listened to themselves.

- Using appropriate language

Everyone will use the correct terms for the things we will be discussing rather than the slang terms, as they might be offensive. If pupils are not sure what the correct term is, they will ask our teacher.



- Asking questions

Pupils know that there are no stupid questions. They do not ask questions to deliberately try to embarrass anyone else.

- Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

What should you expect to see in the books?

Nursery and Reception

Recording may be within other curriculum areas e.g. English, Science topics. Teacher and assistants to collect evidence of whole class discussion and group work throughout the year, to evidence the attainments of their pupils. Tapestry can be used to make observations of children in nursery and reception, at home and in school. Reception also use a class book for children to view and refer to.

KS1 & KS2-

- Teacher to collect whole group discussion notes and small group activity evidence. This will be displayed in a class book for children to view and refer to.
- Individual worksheets provided by SCARF can be used.
- SCARF recording resources show high presentation expectations.
- Clear evidence of progression of knowledge, through the use of weekly flashbacks.

The Curriculum

The RSE curriculum is delivered via the Coram Life Education online scheme SCARF. SCARF Relationships Education is a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of the resource has been informed by the PSHE Association's Programme of Study.

As a scheme it upskills teachers and reduces workload as the planning is detailed, well-resourced and progressive. As such, it enables teachers to develop a greater confidence in delivering RSE lessons. It has a clear skills progression that builds on previous skills and knowledge. The RSE content can be found in the 'Growing and Changing' unit for each year group and some aspects in the 'Keeping Myself Safe' unit.



Planning

Teachers to either prepare a mid-term plan on google drive by copying and pasting the SCARF lessons and adapting where necessary. It also has a suggested planning half termly units to ensure that all the PSHE and RSE is covered. Teachers may swap half termly suggestions depending upon the maturity of their cohort. In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage.

Resources

Within the SCARF lessons, there are a variety of different resources available for teachers to use to support children's understanding. These are used to complement the lesson plans to help develop pupils learning and understanding. We also have a variety of resources in school to show pupils including a range of sanitary products and hygiene products to help educate pupils on what they need when they reach puberty.

Cross-curricular Links

English- Relationship, Sex Education is linked to the development of English skills, especially speaking and listening. The subject requires the children to listen carefully to other people's opinions, before articulating their own in a clear and understandable manner. The use of appropriate vocabulary also extends the children's language skills, and allows them to use the correct terms when talking about different topics.

Our robust PSHE curriculum will also support children's understanding of the world around them. This will allow them to draw upon this knowledge in their own writing, allowing them to write in an articulate and technically accurate manner.

Science – The 'growing and changing' unit in our RSE curriculum has cross overs and links with the science curriculum. The children are required to learn the biology of the human body and use the correct terminology when writing or referencing each part.

The teaching of RSE to children with SEND

At Mersea Island School it is our intention that the PSHE and Citizenship curriculum is accessible to all pupils regardless of their age, gender, ability, cultural background or language. SCARF lesson plans are however flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma.

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This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Homework

No homework set.

Recording and Presentation

- Will be shown in class book with a variety of resources, pictures, captions, notes and pupil quotes.

Marking and Feedback

- Instant verbal feedback to children from teacher and assistants to correct misconceptions.

Assessment

At Mersea Island School we recognise that effective Assessment for Learning (AfL) lies at the heart of our curriculum.

At the beginning of each lesson we will ask all children to complete a flashback, this task will ask the children to reflect on prior learning and talk through scenario based questions. This will allow teachers and staff to quickly correct misconceptions and gain a wider understanding of the children's knowledge throughout.

Reporting

There is an opportunity to raise strengths/ attitudes / struggles with the subject at parents evenings twice yearly, and teachers RAG rate each pupil for effort and attainment on the end of year report.

Monitoring

The RSE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of PSHE and Citizenship, by giving them information and training linked to current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for PSHE and Citizenship.

The monitoring will take place through:

- Subject lead pupil voice



- Subject lead observations
- Support offered & given by subject lead
- Planning for each year group is kept centrally on drive or on SCARF planning tool.

Equality

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.



This policy should be read in conjunction with the following policies:

PSHE, Assessment, Marking and Feedback Policy, EAL Policy, Equalities Policy, SEND Policy, Disadvantaged Policy, Looked After Children Policy & Policy for Gifted, Talented & More Able Pupils.

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

Coram Life Education Scarf Resources & Policy Guidance

<https://www.coramlifeeducation.org.uk/scarf>

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

This policy was reviewed and revised on: December 2024

By: Miss Pender (Subject Lead)

Renewal date: December 2025



Appendix

SCARF Curriculum Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Nursery	Marvellous me! I'm special People who are special to me	Me and my friends Friends and family Including everyone	People who help me Safety Indoors & Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after the environment	What my body needs Growth Mindset- I can do it	Changing in nature. When I was a baby
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem