



## **Relationship and Sex Education (RSE) Policy**

Category: Statutory	Approved by: Full Governing Body
Approved: December 2024	Next Approval due: December 2025
Initial Review by: Head Teacher	Formal Review by: Teaching Learning & Care Committee
Linked Policies: Equalities Policy Information & Objectives	

### **Our Christian vision:**

*Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.*

Statutory guidance from the Department for Education states that all schools must deliver relationships education. In addition, schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

### **This policy:**

- Sets out an agreed approach to RSE in the curriculum and can act as a management tool to help in future decision-making
- Offers a whole school statement of intent or beliefs through the aims of RSE based on our Christian values.
- Clarifies the school's intended outcomes through the objectives of RSE.
- Informs and reflects practice by detailing the content covered and methodology used to enable learning in RSE.

### **The policy will be used by:**

- Teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them.
- Parents, who will look to see both the RSE curriculum content and the Christian values the school is promoting.
- Governors, who will use it to direct their strategic monitoring to ensure that RSE is well lead, effectively managed and well planned and teachers delivering the curriculum are trained accordingly
- Health professionals and other visiting professionals

### **What is Relationship and Sex Education?**

It is a lifelong learning about physical, moral and emotional development. Effective RSE is essential if young people are to make responsible and well-informed choices' (DFE – Sex and Relationship Guidance 2000). The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.' (DfE Guidance 2019, p25).

### **Why is relationship and sex education in schools important?**

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

### **The aims of sex and relationship education (RSE) at our school are to:**

- Fulfil the requirements of the science curriculum and the DfE Statutory Guidance.
- Respect the values and beliefs of the school community that underpin our Christian Vision.
- 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Create an awareness of what is, and what isn't, a safe relationship. To raise awareness of abusive relationships and to understand what constitutes child on child abuse.
- To ensure that the children know when and how to get help.
- Protect children from inappropriate online content, cyber-bullying and exploitation.

### **We believe that high quality sex and relationship education:**

- Is a partnership between home and school.
- Ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Reflects the needs and values of the school community.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about sensitive issues.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.

- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

**It contributes to:**

- A positive ethos and environment for learning.
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

**Legislation (statutory & guidance)**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools). The parents do not have the right to withdraw pupils from Relationships Education, but they can request to withdraw pupils from aspects of sex education which are not part of the science curriculum.

**The RSE policy supports/complements the following policies:**

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance RSE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

**Diversity and Inclusion**

We ensure we are sensitive to religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes clear, impartial scientific information. We recognise the importance of fostering gender and LGBT+ equality, challenging all forms of discrimination and bullying. We respect how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'. We ensure RSE fosters gender equality and LGTBQIA+ equality by creating an environment of knowledge and where views are respected and not judged. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through

appropriate differentiation, potential for discussions on a one-to-one basis or within small groups, and by being open for discussion with parents and carers.

### **Roles and responsibilities**

- Governors and the head teacher are responsible for ensuring a clear RSE policy which the teaching staff follow.
- When writing the RSE policy, a working party will be made up of the chair of governors, the safeguarding governor, the PSHE subject lead, the Designated safeguarding and deputy designated safeguarding lead, headteacher.
- The RSE programme will be led by the PSHE subject leader.
- It will be taught by the class teachers. Year 5 and 6 pupils also receive stand-alone sex education sessions delivered by a teacher they trust and are familiar with. Teaching staff are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of individual pupils; responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Yr 5/6 teaching staff will receive RSE training to support pupils where appropriate to enable them to meet the needs of individuals. Visitors from outside the school, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE..

### **Curriculum**

At Woolhampton Primary School 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). We follow the Kapow Curriculum for RSE. This curriculum covers all of the Department for Education statutory guidance about what should be covered in schools in terms of Relationships and sex education (RSE) and Health education. This guidance listed a number of target statements for the end of primary school which fell under the following headings for RSE that are covered within this curriculum: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe. For health education the target statements fall under the following headings: Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid; Changing adolescent body. Detailed curriculum plans can be found on the school website.

### **Parental Right to Withdraw**

Parents have the right to withdraw their child from the certain aspects of sex education that are not part of the statutory National Curriculum Science Programme of Study. Children may not be withdrawn from lessons that cover the following programmes of study from the compulsory Science National Curriculum:

### **Key Stage 1 Science Curriculum (compulsory elements of sex education)**

Identify, name, draw & label the basic parts of the human body.

Notice that animals, including humans, have offspring which grow into adults.

### **Key Stage 2 Science Curriculum (compulsory elements of sex education)**

Describe the changes as humans develop from birth to old age including:

- changes experienced in puberty
- comparing development of embryos during the gestation period
- different gestation lengths for animals and humans

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent.

### **How we teach RSE**

Our RSE programme will be taught through a range of teaching methods and interactive activities to engage learners. Where appropriate links will be made to other subject areas. Lessons will be differentiated by the activities planned, the adult support given, the resources used and the content included to ensure the needs of all children are met. High quality resources, such as books and film clips, will be used which support and promote understanding. They will be reviewed regularly to ensure they are kept up to date. Pupils will be encouraged to reflect on their own learning and progress by the use of self and peer assessment strategies. Teacher assessment in RSE will be used to adapt planning according to need, deal with misconceptions and meet the needs of individuals. Where appropriate some children and parents maybe spoken to before sessions to ensure they progress and feel comfortable in the sessions.

An overview of the learning in each year group and the resources used, can be found on our school website.

At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

### **We will ensure a safe learning environment by:**

- Teachers and pupils will agree ground rules before the start of a session
- Distancing techniques are used such as not using 'I', not giving personal views, not sharing own experiences. Teachers share facts rather than opinions.
- Pupils' questions can be anonymous e.g by writing questions on a piece of paper. Teachers will reply using the distancing techniques.
- Sensitive issues will be handled appropriately e.g being selective with language; giving 'time out' when required, separating boys and girls for certain sessions, preparing children and parents as necessary, sharing resources before hand, using ELSA trained TA to support where appropriate.
- All staff teaching RSE will be supported by sharing concerns with the PSHE subject lead, head teacher or designated safeguarding leads. Teachers will be accompanied by another adult when teaching where appropriate.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if they have any concern.
- Visitors/external agencies which support the delivery of RSE will be required to complete necessary safeguarding checks, risk assessments will be considered before delivery commences.
- Visitors in RSE lessons must be agreed by the headteacher.
- All staff should be clear as to Woolhampton CE Primary school's policy and procedures with regards to child on child abuse, and the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings. 0800136663.

### **Parental involvement:**

- Parents will be informed about the final policy through the school website

- We are committed to working with parents and carers by offering a meeting about the content covered and the resources used prior to the Year 4/5 and 6 RSE sessions.
- We will notify parents when Relationships and Sex education will be taught.
- We will offer parents wishing to withdraw their child from the non-compulsory elements of the programme the opportunity to consult with the head teacher. This can be done in writing, by email or by appointment.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject leader through the monitoring of planning and discussions with class teachers. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **Policy development**

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the senior leadership team and PSHE subject lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors consultation – governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy