

# Relationships, Sex and Education (RSE) Policy

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a primary academy school, we must provide relationships education to all children as per section 3/4 of the Children and Social work act 2017.

### 3. Policy development

This policy has been developed in consultation with staff, children, and parents.

The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group 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. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Child consultation - we investigated what exactly children want from their RSE
5. Ratification - once amendments were made; the policy was shared with governors and ratified

#### 4. Definition

RSE is about the emotional, social, and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity, and sex education. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, children, and staff, considering the age, needs and feelings of children. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

#### 6. Delivery of RSE

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 the computing and physical education (PE) curriculum. Girls in year 5 receive a standalone curriculum session which focuses on menstruation. Children in Year 6 receive standalone curriculum sessions which focus on sexual education.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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).

## 7. Roles and responsibilities

- The governing body will approve the RSE policy, and hold the head teacher to account for its implementation
- The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).
- Staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Monitoring progress
  - Responding to the needs of individual children
  - Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE
  - The competent delivery of sex education lessons.
  - Conducting sex education lessons in a sensitive manner and in confidence.
  - Recognising if a child makes a reference to being involved, or likely to be involved in sexual activity, to take the matter seriously and deal with it as a matter of child protection.
- Children are expected to engage fully in RSE and, when discussing issues related to RSE, remembering our school rules "Ready, Respectful, Safe"

## 8. Parents

The school understands the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

### Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Head teacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing. Alternative work will be given to children who are withdrawn from sex education.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where required.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Bradshaw, PSHE leader through a range of methods including planning scrutinise, learning walks and pupil voice sessions.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Governing Body annually. At every review, the policy will be approved by the Governing Body.