

### Values and Ethos

This policy covers our school approach to Relationship and Sex Education (RSE). We have based our School's RSE Policy on the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* from the Department for Education issued under Section 80A of the Education Act 2002.

Under the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulation 2019, Relationships Education and Health Education has been made compulsory for all children receiving primary education. This will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

We define Relationship Education as "Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

Health Education is defined as "giving children the information they need to make good decisions based on their own health and wellbeing."

We believe Relationships and Sex Education is important for our school because it can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. We do not use Sex Education as a means of promoting any form of sexual orientation.

We want parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the Relationships and Sex Education provision.

This Policy was formulated through a range of meetings and discussions with staff, parents and children.

### Roles and Responsibilities

It is the responsibility of the PSHE lead and named Governor to ensure that both Staff and parents are informed about our RSE Policy, and that the Policy is implemented effectively. The RSE programme will be taught by teaching staff including HLTAs and it is the PSHE lead and named Governor's responsibility to ensure that all members of Staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHE lead and named Governor will lead and liaise with external agencies, where appropriate, regarding the RSE programme, and ensure that all adults who work with children on these issues are aware of the School Policy, and that they work within this framework.

The PSHE lead and named Governor will monitor this Policy on a regular basis and report to the Governing Body, when requested, on the effectiveness of the Policy.

### Curriculum Design

We are choosing to deliver RSE in three ways: Science Subject Knowledge; Timetabled PSHE sessions; and in Year 5/6, direct Sex Education teaching. High quality resources will support our RSE provision and will be regularly reviewed by the PSHE lead and named Governor. Selected resources such as books, film clips and PowerPoints will be used which support and promote understanding within a values context and underpin the learning objectives sensitively.

As an integral part of our timetabled whole school PSHE provision, to support pupils to be safe, happy and prepared for life beyond school, we will cover themes on a yearly cycle, building on children's prior knowledge. Please see the Curriculum Map to follow the RSE objectives within PSHE.

Although Sex Education is not compulsory in Primary Schools 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. It should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Children will be introduced, at appropriate stages, to the correct terminology in their programme of RSE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

The PSHE lead teacher will need to work closely with colleagues in related curriculum areas to ensure RSE will complement, and not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

## Outcomes

Relationships Education: By the end of Primary school children will have covered the themes of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Health and mental wellbeing: By the end of Primary school children will have covered the themes of

- 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

Sex Education: As a school we have decided to teach these objectives in Y5/6

- Human Reproduction
- Difference between and terms associated with sex, gender identity and sexual orientation.

Please see appendix A,B & C to explore in more detail the outcomes of RSE by the end of Primary School.

## Safe Practice and inclusion

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes potentially include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language helps each and every pupil to feel valued and included in the classroom. We promote the needs and interests of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. There is a great need for sensitivity in the approach to RSE. Considerations will be made for: religious and cultural diversity; differing needs of boys and girls; diverse sexuality of children and young people; homophobic/transphobic bullying and behaviour; children's age and physical and emotional maturity; and pupils who are new to English.

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives including pupils with SEND. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that the vast majority of children can access the information; we recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

## Pupil's questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of Relationships and Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with PSHE Lead and/or a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

## Confidentiality

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding, referring and following the school's Safeguarding Policy and reporting concerns to a member of the Safeguarding team within school. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will refer and follow the school's Safeguarding Policy and draw their concerns to the attention of School's Safeguarding Team who will then deal with the matter in consultation with health care professionals.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

## Parents and other stakeholders

We believe that parents need to know that our RSE programme will complement, and support, their role as parents. Therefore, as part of our whole school approach to RSE, parent information sessions and opportunities to view the materials and resources used will be organised. Parental views are valuable and the views expressed regarding our policy on RSE teaching will be taken into account during policy reviews.

Parents have the right to withdraw their children from all, or part of, Sex Education delivered as part of statutory RSE except for, those parts included in the National Curriculum.

Parents do not have the right to withdraw their child from Relationships and Health Education as these are now statutory parts of the curriculum.

Please see Appendix C for clarification on what objectives are covered in Sex Education, Appendix A for Relationships Education and Appendix B for Health Education.

Pupil voice will be used to review and tailor our RSE programme to meet the different needs of the pupils by asking their opinions of their sessions and through questionnaires.

## Assessment and reporting

The PSHE lead will monitor the quality of the RSE policy. Lesson observations and work sampling will provide evidence of RSE teaching and learning to be reviewed. The views of children will be sought following the implementation of the above sessions. The outcomes of monitoring activity will be used to inform policy development and future school improvement priorities.

## Links to other policies

This RSE Policy should be read in conjunction with:

- PSHE and Citizenship
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding
- SMSC
- SEND
- Child Protection Policy
- Equal Opportunities Policy
- Race Equality Policy
- Anti-Bullying Policy
- Inclusion Policy
- Assessment Policy