



# RSE Policy

<b>Written by:</b>	PDL Manager	<b>Reviewed by:</b>	FGB
<b>Review Date:</b>	March 2023	<b>Next Review Date:</b>	March 2024
<b>Review Cycle:</b>	Annually	<b>Ratified by FGB:</b>	
<b>Name:</b> Name: Vic Ferguson		<b>Signature</b> 	

## 1. How this Policy was developed

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

1. Review – the PDL lead and Headteacher pulled together all relevant information including relevant national and local guidance
2. This information was then shared with governors and governors were consulted and given the opportunity to look at the policy and make recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – the policy was then shared with parents and stakeholders, they were then given the opportunity to provide feedback
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 2. Requirements on schools in law

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

**From 2020** it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

[Relationships education, relationships and sex education \(RSE\) and health education – statutory guidance \(June 2019\)](#)

At Hart Plain Junior School we teach RSE as set out in this policy.

## 3. What is Relationships (and Sex) Education?

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is delivered within the personal, social, health, citizenship and economic (PDL) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

A range of teaching methods which involve children's full participation are used to deliver RSE. These include use of a range of key texts, video, discussion, circle time, looking at case studies, drama and role play.

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

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.

RSE will be taught in children's usual classes with their usual class teacher. This will enable children to feel more comfortable and able to share and ask questions should they want to. Single sex groupings will not be used as all children are entitled to all areas of the curriculum. Relationships and health education will be taught throughout the year in PDL lessons. Sex education will be taught during Summer 2.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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).

#### **4. Roles and responsibilities**

##### **The governing body**

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

##### **The Headteacher**

The Headteacher is responsible for ensuring that all staff adhere to the RSE policy and holding the PDL Lead to account.

##### **The PDL Lead**

The PDL lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-statutory/non-science components of RSE (see section 8) alongside the Headteacher.

##### **Staff**

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. It is the PDL lead and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be personalised as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

All staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

### **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **5. How the delivery of the content will be made accessible to pupils with SEND**

High quality Relationships and Sex Education is every child's right, no matter what their level of need or ability. For pupils with SEND, we are mindful of the 'preparing for adulthood' outcomes, as set out in the SEND code of practice, when preparing to teach RSE.

For pupils with SEND, lessons may need deeper thought and repetition, to ensure that all pupils are receiving age-appropriate, useful RSE that ultimately enables them to live healthy, safe lives. RSE is also weaved into other subject areas to ensure that messages are reaffirmed and that conversations on the topics become normal, as advised by the statutory guidance. This will help to embed the learning for pupils who may not understand through one context.

Teachers will avoid using metaphors and euphemisms that could cause confusion, e.g. "others shouldn't touch you down below without your permission". Visual aids will also be used to support the teaching of RSE. Role play, discussions using sentence starters and scripts and using actual examples in films will help topics become accessible. As with all subjects, the personalization needed will be dependent on the learners, teachers will adapt the RSE curriculum as and when it is needed. Parents will be encouraged to contribute their views.

## **6. Parental concerns and withdrawal of students**

Meetings for parents regarding the RSE curriculum will take place at least once a year before the teaching of sex education has taken place. This is an opportunity for parents to discuss their views and ask any questions regarding the RSE curriculum. Parents are invited to contact the PDL lead or Headteacher at any time if they have a concern regarding the RSE curriculum.

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/non-science components of sex education within RSE. Parents do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum for Science A letter will be sent out each year before sex education is taught informing parents of this right.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **7. Monitoring**

Monitoring is the responsibility of the Headteacher, the PDL lead and safeguarding governor.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

## **8. Dissemination of the Policy**

This policy is to be disseminated to all stakeholders in the RSE curriculum including teachers, parents and governors. Further copies of this policy and further information about RSE can be obtained from Charly Ainsworth (PDL lead) or Charlotte Faithfull (Headteacher).

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

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018)



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	Families and people who care for me  Part of the Party  Different Dragon	Caring Friendships and Respectful Relationships  Super Duper You	Online Relationships and Internet Safety  #Goldilocks	Mental Wellbeing and Growth Mindset  Ruby's Worry  Beautiful Oops	Health Education  Eat Your Greens Goldilocks	Being Safe and Changing Adolescent Body
<b>Year 4</b>	Families and people who care for me  The Hair Do That Got Away  And Tango Makes Three	Caring Friendships and Respectful Relationships  All Are Welcome  How to be a lion	Online Relationships and Being Safe  Chicken Clicking	Mental Wellbeing and Growth Mindset  After the Fall  The Jar of Happiness	Health Education  Why Should I Brush My Teeth?	Being Safe and Changing Adolescent Body
<b>Year 5</b>	Families and people who care for me  Love is a Family  All You Need is Love	Caring Friendships and Respectful Relationships  The Name Jar	Online Relationships and Being Safe  Troll Stinks	Mental Wellbeing and Growth Mindset  The Most Magnificent Thing  The Heart and the Bottle	Health Education  George the Sun Safe Superstar PDF	Being Safe, Changing Adolescent Body and Sexual Relationships
<b>Year 6</b>	Families and people who care for me  The Colour of Home  Prince Henry (YouTube)	Caring Friendships and Respectful Relationships  My name is not refugee  Is it because?	Online Relationships and Being Safe  But It's Just a Game PDF	Mental Wellbeing and Growth Mindset  The Boy, the Mole, the Fox and the Horse  Fantastic Elastic Brain	Health Education  Good Enough to Eat	Being Safe, Changing Adolescent Body and Sexual Relationships

Appendix 1