

Relationship and Sex Education Policy

Joy Lane Foundation Primary School



Approved by	Executive Headteacher	Date agreed	September 2020
Last reviewed		June 2021	
Next review by		September 2022	

1. Definition

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.

2. Statutory requirements

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum.

- 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, including knowledge of the main external body parts; the changes as humans develop to old age (including puberty, which also links to the Health Education requirements) and reproduction in some plants and animals.
- 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](#).
- We are legally required to teach those parts of RSE which are statutory parts of the National Curriculum Science. We will ensure that pupils are offered a balanced programme.
- Parents do not have the right to withdraw their children from relationships education. If your child's curriculum includes elements of the Sex Education curriculum, you will be notified and given the chance to withdraw your child.

We teach the following as part of the statutory National Curriculum for Science. The National Curriculum Science Curriculum coverage is as follows:

Key Stage 1:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of animals, including humans
- that humans and animals can reproduce offspring and these grow into adults
- to recognise similarities and differences between themselves and others
- treat others with sensitivity

Key Stage 2:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

3. Aims

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health."

Effective school RSE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being. It recognises the new challenges facing children in the ever-changing world of technology and social media. Content will respond to new threats such as cyber-bullying and online exploitation.

The aims of relationships and sex education (RSE), linked with PSHE (Personal, Social, Health and Economic), at our school are to:

- Provide a consistent standard of relations and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour

- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Recognise and be able to avoid exploitation and abuse
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.

4. Policy development

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

1. Review – a member of staff 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. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Delivery of RSE

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- RE
- Circle times
- Assemblies
- Stories
- PE (in the context of health and hygiene)

RSE is taught by the classroom teachers. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional. (Parents/carers will be notified of this in advance.)

A range of teaching methods are used to teach RSE, such as the use of media clips, discussion, group work, drama and role play, and quizzes.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Seeking help and support when required
- Informed decision-making

- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class and then reinforced at the start of each relevant lesson.

Inclusion and differentiated learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances. Children from the Oysters Specialist Resourced Provision will access RSE lessons as part of their integration into the mainstream, where appropriate. When they cannot access the lessons, content will be adapted and communicated in different ways, e.g. social stories.

Child Protection

Children will need to feel safe and secure in the environment in which RSE takes place. Discussions may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity. Children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately provocative or is of a personal nature.

The 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).

6. Roles and responsibilities

6.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

6.3 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 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.

6.4 Pupils

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

7. Monitoring arrangements

The Science/RE/PSHE/Computing Subject Leaders will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and pupil interviews. The programme will be evaluated and work assessed alongside the current science assessment.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Subject Leader and Curriculum Leader. At every review, the policy will be approved by the headteacher.