



Old Park Primary School & Nursery

Relationship and Sex Education (RSE) policy

Reviewed: Autumn 2024
Next Planned Review: Autumn 2025
Person responsible: J Foster and Governing body

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Relationship and Sex Education (RSE) Policy

Introduction

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships, respect love and care.

Definition

This curriculum is a lifelong learning process; it is about physical, moral and emotional development.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

Role of Head teacher

It is the responsibility of the head to ensure that:

- Policy and practise is developed in accordance with good practice guidelines and recommendations
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy
- Staff receive appropriate training and support

Relationship to Other Policies:

This policy has links to school policies on; child protection, health and safety, anti-bullying, equal opportunities and safeguarding.

Aims

RSE in our school is part of the friendships and relationships curriculum (personal, social and health education curriculum). This is integrated within the wider school curriculum, which complements and overlaps the general ethos and life at school.

We provide an accurate, unbiased, planned, age-appropriate scheme of work, designed to respond to questions pupils' may have about their own growth and development, whilst offering reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues considering risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships. By allowing children to explore and respect their own and others' opinions, attitudes and values, we aim to empower them to develop their own moral framework to become prepared for life.

Our scheme of work aims to:

- Provide knowledge and information to which all pupils are entitled.
- Develop confidence to become active members of society and to value themselves and others.
- Raise and promote positive self-esteem and self-worth
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Help pupils develop the skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunities for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions

- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues, gain an understanding of them and be able to make informed decisions.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how people choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging. (Same Love Different Families)

Safeguarding

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

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. (Refer to Safeguarding Policy.)

Moral and Values Framework

This Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

We aim to fulfil the educational needs of the children who are represented in the community. The children come from a varied cross section and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils maybe involved and consulted.

Whole School approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

Staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise.

The use of sexualised language, swearing and slang terms, including homophobic language will be addressed and as appropriate parents/carers will be informed.

Where a pupil who is withdrawn from RSE asks a question, teachers will offer a 'holding response' and following discussion with SLT will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding policies will be followed.

Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavour to respond with particular care.

Organisation

The main delivery of RSE is through Friendships and Relationships, but some aspects will, in addition, be addressed through other subject areas such as science, PE and R.E. We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme.

RSE is delivered as a series of lessons across the year on a class basis. These are lessons delivered by a class teacher.

Content

We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The RSE topic has three sections: Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

The programme complements OUR science curriculum:

In Key Stage 1 science, the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE (Letters sent via parent pay at beginning of academic year.) What is taught, within our curriculum, is ultimately a decision for school and agreed by governors.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationships or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this they should write to the head teacher, documenting the parts they wish their child to be withdrawn from. We would encourage parents to discuss any concerns at the earliest opportunity with class and head teacher. The head will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

Monitoring and review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every two years.

The Governing Body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Governing Body will consider any comments from parents about the relationship and sex education programme and make a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

For all curriculum information, please visit our website.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations.

This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.