

Relationship and Sex education (RSE) policy



Somerby Primary School



Ab Kettleby Primary School

Approved by: Sarah Moulds

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Last reviewed on: NA as this is a new policy to reflect national changes to RSE education

Next review due by:

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1. Aims

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

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Somerby and Ab Kettleby Primary Schools we teach RSE as set out in this policy and we follow a whole school overview for PSHE which includes Relationships and Sex Education in the 'Relationships' and 'Changing me' sections in the Summer term.

This PSHE policy is informed by existing DfE guidance on **Relationships and Sex Education (RSE) and Health Education** (2020), **Safeguarding** (Keeping Children Safe in Education 2020; Working together to Safeguard Children 2020) and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised 2018).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

2. 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 –Lead teachers and a working group consisting of a small group of parents 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

3. 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.

4. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as part of the whole school scheme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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
- Assertiveness
- 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

These skills are taught within the context of family life.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the Chair of Governors

5.2 The head teacher

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

5.3 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 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.

5.4 Pupils

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

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

8. 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 headteacher 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 necessary.

9. Monitoring arrangements

The delivery of RSE is monitored by School Leads through:

- Planning scrutinies
- Learning walks
- Pupil interviews
- Staff discussion
- Parent discussion

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

This policy will be reviewed by Chair of Governors