

Relationship and Sex Education Policy

Gwladys Street Community Primary School



Approved by: [Mrs L Cooper]

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Contents

1. Aims 2
2. Statutory requirements 3
3. Policy development3
4. Definition 3
5. Delivery of RSE 3
6. Roles and responsibilities 4
7. Parents' right to withdraw 5
8. Training 5
9. Monitoring arrangements 5

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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
- To ensure our children are given the stepping stones they need to reach adulthood.

2. Statutory requirements

From September 2020 RSE is going to have compulsory aspects in primary schools. It will become a statutory requirement for all primary schools to teach relationships education. It is down to individual schools as to whether they teach sex education. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Gwladys Street Primary School we teach RSE as set out in this policy.

3. 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 or working group 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. Governor Consultation – The governors are given the opportunity to view the policy and make recommendations and agree on it.
4. Parent/stakeholder consultation – parents and any interested parties are able to view the policy.

4. 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.

5. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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.

Lots of these skills are taught within our PSHE Scheme of work Jigsaw and through our Science units of work. We also have external visitors who will come into school to discuss certain topics with the children. These visitors will be highly trained in their expertise.

Here is a Year group breakdown of objectives that we cover throughout our PSHE scheme Jigsaw:

- Year 1 – Talk about why I appreciate someone who is special to me
- Identify different body parts.
- Year 2 – Identify things that cause conflict between friends.
- Recognise difference between body parts and that some are private.
- Year 3 – Explain how some actions of people around the world help and influence my life.
- Identify how boy's and girl's bodies change on the inside during the growing up process.
- Year 4 – Explain and understand different people's viewpoints.
- Year 5 – Describe how girl's and boy's bodies change during puberty.
- Year 6 – Describe the reproduction of humans in a loving family relationship.

With the new statutory guidance the RSE curriculum will be broken down into 5 key aspects:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Parents will be informed about the teaching of RSE the term before by letter. (See appendices). This letter will have the option for parents to withdraw children from the sex education part of RSE.

6. Roles and responsibilities

6.1 The governing board

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

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 (see section 7).

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.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. This means they do not have the right to withdraw them from any part of the Relationship education, nor from Science. They will be allowed to withdraw them from explicit teaching of Sex education only.

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. All staff have had training on the new guidance and statutory requirements through staff meetings.

9. Monitoring arrangements

The delivery of RSE is monitored by Mrs L Cooper PSHE and RSE lead through: help and support with planning, learning walks, book scrutinies and discussions with staff.

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

This policy will be reviewed by Mrs L Cooper, PSHE and RSE lead, annually. At every review, the policy will be approved by the governing board and the headteacher.