



RSE Policy

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Signed

Chair of Governors:

Headteacher:

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Introduction, aims, purpose of policy

This policy covers Relationships and Sex Education and many aspects of the PSHE curriculum involved with the ways in which individuals relate to each other.

Our relationships and sex education programme aims to provide the basis for an ongoing programme that covers teaching throughout the whole primary age range, significantly contributing to the development of the personal skills needed by pupils to establish and maintain healthy relationships. RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships.

The purpose of the policy is to describe how we teach RSE and the protocols we adhere to. Its intention is to provide staff with an immediate reference when considering planning and practice.

Policy summary

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life, (including marriage) respect, love and care. Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school. Our programme addresses three areas: skills (e.g. communication, listening, negotiation); attitudes and beliefs (moral and cultural frameworks that bind sex and sexuality); knowledge and understanding (physical and emotional development). Elements of the RSE curriculum are delivered as part of the PSHE programme in all years. We use a variety of teaching approaches appropriate to the age and learning needs of the children and cross-curricular opportunities as they arise and where relevant. Our key resource is a planned scheme of work (the Jigsaw Programme) that combines the PSHE and RSE curriculum requirements. Class teachers have the main responsibility for delivering the RSE programme but on occasion outside speakers might be used. Issues of confidentiality and Child Protection apply and where there are concerns, staff should always discuss these with the Designated Safeguarding Lead. We have a clear protocol for answering questions from children – we would always hope to answer questions using simple, accurate and straightforward language, however, some questions might need to be answered on a more private individual basis. We recognise the plural nature of our society and recognise difference and diversity and do not actively promote any one lifestyle. We will monitor our programme as appropriate and make improvements where necessary.

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Rationale

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships for family life, (including marriage) respect, love and care. Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school.

The Legal Position

In accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) 2019, RSE is compulsory for all pupils receiving a primary education. It sets out that parents and carers have the right to withdraw their children from sex education except for those parts included in the statutory national curriculum (science). Relationships Education is compulsory for all pupils. Parents wishing to withdraw their child from sex education lessons are invited to speak to the headteacher/RSE lead who will discuss their concerns and the possible impact on the child. Once a withdrawal has been made, the child cannot take part in the RSE programme until the request for withdrawal is removed.

Aims

Our relationships and sex education programme aims to support children to:

- have developed positive values and a moral framework that will guide their decisions, judgements and behaviour
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- avoid being exploited or exploiting others
- avoid being pressurised into behaviours or situations they do not want
- understand the processes of puberty, conception and birth
- show respect for their own bodies and other people's
- recognise their emotions and express them effectively and appropriately
- understand the importance of family life for all and in particular in the development of a child.

Objectives of our RSE programme are:

- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable pupils to understand the impact of external factors, such as the media, internet and peer groups and to remain independent decision-makers
- to enable pupils to develop the ability to form positive, non-exploitative relationships
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable pupils to understand the process of human reproduction
- to emphasise the role and the value of family life
- to inform pupils of where they can go for further information and advice.

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members

- sensitivity towards the needs and views of others
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- to recognise and accept the differences of others.

When discussing sexual intercourse, staff will present it as part of a committed and stable relationship. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

How the objectives are achieved

In line with recognised good practice for RSE, our programme will address three areas: skills; attitudes and beliefs; knowledge and understanding.

a. Skills

If RSE is going to be effective it needs to include opportunities for children to develop skills, as it can be hard for them to act on the basis of only having information. The kind of skills children develop as part of RSE are linked to more general life-skills and will be common to other areas of the PSHE curriculum. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice are useful life-skills and can be applied in terms of relationships. Effective RSE develops children's skills in:

- negotiation
- making choices based on probable outcomes
- assertion
- listening
- recognising pressures from other people and to how to resist them,
- dealing with and challenging prejudice
- seeking help from adults - including parents, carers and professionals
- differentiating between accurate and inaccurate information
- empathising with others.

b. Attitudes and Beliefs

Children can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing. Most children as they get older are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people may have strong views. At Chase Bridge we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. In line with our promotion of British Values (democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree within these parameters.

Among the attitudes and values explored are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.

c. Knowledge and Understanding

Children get information about sex and sexuality from a wide range of sources including: each other; through the media including advertising, television, music and music videos and magazines; as well as leaflets, books and websites which are intended to be sources of information about sex and sexuality. Providing knowledge through RSE is therefore about finding out what children already know and adding to their existing knowledge and correcting any misinformation they may have.

The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

Delivery of Relationships and Sex Education

a. RSE curriculum

Elements of the RSE curriculum are delivered as part of the PSHE programme in all years. There are six key themes in the programme: being me in my world; celebrating differences; dreams and goals; healthy me; relationships; changing me. These themes are revisited throughout the programme and developed in line with the children's developing maturity and understanding. This also includes reference to safeguarding issues linked to the internet, social media and the use of mobile technology.

b. RSE delivery

Following the Jigsaw scheme of work, staff use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes use of posters, leaflets, books, brainstorming, small group discussion, art and display work, case studies, role play, debates, research etc.

c. Whole school ethos

Many of the areas covered by the RSE programme such as respect for individuals and self are demonstrated throughout the school. These form part of the whole school ethos which seeks to present pupils with positive role models through:

- management of behaviour
- marking policy
- school environment
- display
- lunchtime management etc.

d. Cross curricular elements

Whilst RSE forms a part of the science curriculum, many themes are explored through a range of subject areas including English, drama, history, computing etc. The skills element of the RSE curriculum is taught through all subject areas as a normal part of teaching and learning within the school.

Books are available for children to read in the library illustrating a range of areas of the RSE curriculum and reflecting the relationships of children and young people today. All such books are carefully screened to ensure their suitability for the age of pupils.

e. Who delivers the RSE curriculum?

RSE is best led by class teachers and other identified staff members during normal class activities. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have.

Specific issues statements

a. Using outside speakers

When working with outside speakers and facilitators a partnership approach is used, though the school remains responsible for the situation. In particular:

- teachers will clearly explain the ethos and approach of the RSE programme to visitors
- the input of visitors will be integrated into the programme and jointly planned with teachers
- the approach used by visitors will complement the philosophy and aims of the school programme
- in all cases teachers will be present, so that they can follow up the input with pupils at a later stage
- pupils will be told that visitors are coming in beforehand and spend time preparing for the session e.g. discussing with them what they will be doing, deciding what questions they want to ask them etc.

b. The role of parents

Parents and schools both need to engage with children about the messages that they get from the media and give them opportunities for discussion. Therefore parents will be informed through our curriculum summaries and supported to understand the programme delivered at Chase Bridge and the part parents can play in this through meetings as appropriate.

c. Confidentiality

Confidentiality cannot be guaranteed for children or their parents. Should any individual be in possession of information that they feel may indicate a child is at risk of harm in any way they will always report this to the school Designated Safeguarding Lead in confidence who will deal with it in line with school policy. Other information, views or beliefs will be kept within the confines of the classroom where they are discussed or between the individuals who are discussing them.

d. Child protection

RSE may sometimes bring about disclosures of child protection issues and staff should always ask for advice or support if they are in any doubt of procedure or the importance of a disclosure from the Designated Safeguarding Lead. Such issues might include for example physical or sexual abuse; 'sexting'; FGM (Female Genital Mutilation); inappropriate access to on-line materials; etc.

e. Dealing with questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered. Staff will operate a three level approach to answering questions.

- **Level 1:** If a child asks a question that relates to the syllabus for RSE for that year, it will be answered there and then in front of other children who may be present.
- **Level 2:** If a child asks a question that relates to the syllabus for RSE for the school but not for their year, the question will be answered privately away from the hearing of any other child.
- **Level 3:** If the child asks the question that is not covered by the syllabus for RSE in the school they will either be encouraged to ask their parent the question or, if the staff member is willing to answer, they may offer to get permission from the parent to answer the question on an individual basis away from the hearing of any other child.

Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to know. The age of the child

will always be taken into consideration as will their level of maturity. It is generally good practice when asked a question to try and find out a little about why this question has arisen.

Any question that leads a staff member to suspect an inappropriate knowledge, curiosity or experience will be reported immediately to the Child Protection Officer.

f. Sexual identity and sexual orientation

We accept that the children in our care will, when they mature, demonstrate the full range of human sexuality and identity. We will seek to provide every child with an equally supportive view of themselves and their choices and beliefs without prejudice or bias.

When discussing families and relationships, all contributions from children will be equally valued. Children living with single parents, same-sex parents, extended families and the nuclear family will all be encouraged to share what is positive about their family and to feel those contributions have equal weight. The school will not actively promote any sexual orientation over another.

g. Supporting difference and diversity

The RSE programme will be delivered to reflect the plural nature of society. Through stories, music, pictures and real-life examples diversity will be explored in relation to race, belief and faith, ethnicity and culture and sexual orientation. The programme will actively encourage respect for diversity and any display of prejudice through actions or words will be addressed by explanation, the demonstration of appropriate behaviour and words and, if necessary, through the behaviour management procedures outlined in the policy.

Some children will have specific learning needs in relation to RSE as with any other area of the curriculum. Teachers will honour the specific needs of individuals in their planning by ensuring a range of opportunities to learn are provided and supported.

Monitoring, evaluation and impact on pupils' learning

We will monitor the effectiveness of our RSE provision through discussion with children, scrutiny of work and observing lessons. Key aspects to consider in evaluating the programme are:

- Skills – what have pupils learnt to do?
- Information – what do they now know?
- Attitudes and values – what do they think, feel, believe?
- What do they need to learn next?
- What progress are pupils making with their understanding