



## Thorpe Primary School

# Relationships Education, Relationships and Sex Education (RSE) Policy

### 1. Introduction

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Statutory Guidance Relationships and Sex education (RSE) and health education, 2019)

Some aspects are taught in science, other aspects are taught as part of the personal, social and health education curriculum in our school linked to the computing curriculum which teaches about online safety, and Physical Education which teaches about the importance of exercise and lifestyle choice on mental well-being.

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

We have a statutory obligation under the Children Act (2004) to promote our pupils' well-being, and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life.

### 2. Aims

The aims of relationships and sex education (RSE) in our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils to develop feelings of self-respect, confidence and empathy
- Help to prevent bullying based on perceived differences as well as help children to be happy, healthy and safe, and prepare them for life in a diverse modern society.
- Teaching will prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- All teaching will be age appropriate and sensitive to pupil's faiths

This will be taught alongside the essential understanding of how to be healthy. In ensuring that this subject content is delivered to all children they will develop both the knowledge and capability to take care of themselves and will know how to receive support if problems arise, helping them to develop and keep healthy mentally as well as physically.

Teaching Relationships Education, Relationships and Sex Education (RSE), in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that: RSE is part of a wider social, personal, spiritual and moral education process.

The principles of high-quality Relationships Educations, Relationships and Sex Education (RSE) in all schools are:

- To ensure children and young people's views are actively sought to influence lesson planning and teaching.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and offline safety, consent, violence and exploitation.
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Promotes equality in relationships, recognises and challenges gender inequality and reflects children's different experiences and needs.

**It contributes to:**

- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stake holders throughout the evolution of our school's relationships education programme.

1. Review (HT & AHT looked at all relevant national and local guidance)
2. Staff consultation – All staff had the opportunity to look at the policy and make any recommendations.
3. Parent/stakeholder consultation – parents were invited to learn about the new guidance and policy.
4. Pupil consultations – a sample of pupils were consulted about what they wanted from their RSE curriculum.
5. Ratification – the completed policy was shared with the Governors and ratified.

### **4. Statutory Requirements**

Relationships education is compulsory in Primary schools from the Summer Term 2021, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty from teaching staff as part of their science/health lessons in years 5 & 6. This will be delivered in a sensitive, age appropriate way. This will help them to understand the physical and emotional changes that they experience. Teaching is about growth and development, not sex.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed a curriculum in consultation with parents, pupils and staff, taking into account age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

## **6. Delivery of RSE**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

RSE is taught within the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum, other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained professional in years 5 and 6.

Relationships education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information see Appendices 1 and 2.

## **7. Roles and responsibilities**

### **Governors**

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

### **Headteacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### **Staff**

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils

- Delivering Sex and Relationships Education lessons in a sensitive manner and in confidence (only applicable to teachers who deliver this part of the teaching)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory Sex education lessons, if applicable.

If staff believe there is a safeguarding or child protection issue, they will follow the procedures as set out in the school's Safeguarding policy.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek

### **Health Professionals**

support.

Members of the Local Health Authority, such as the school nurse and other health professionals provide advice and support with aspects of our Sex and Relationship Education programme. Other professionals may be called in as appropriate.

### **Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **8. Parents' right to withdraw their children from lessons**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science) components of sex education within RSE. Requests for withdrawal should be put in writing using the form found In Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from Sex education.

## **9. 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 head teacher 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by all members of SLT and the subject leader through planning scrutinies and learning walks including discussions with pupils. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The Governing body monitors and reviews our Relationship Education, Relationships and Sex Education policy every two years. The Governing body has a wider responsibility under the equality's legislation (Equalities Act 2010) and ensures that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic origin, Sex, religion, Sexual orientation and looked after children.

This policy will be reviewed every two years