

# RSE policy

Baltonsborough CE VC Primary School



**Approved by:**

Policy Reading Group

**Date:** December 2022

**Last reviewed on:**

December 2022

**Next review due by:**

December 2025

# Baltonsborough CE VC Primary School RSE Policy 2023

*Hand in hand we live and learn*

*This policy should be considered as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.*

## Rationale

At Baltonsborough CE VC Primary School we believe that effective Sex and Relationship Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. Explicit Sex Education, where puberty and sexual issues are taught, will begin in Pearmain Class. During the first school years, we present RSE as part of the Personal, Social, Health Education (PSHE) element of the curriculum. This enables us to present RSE as part of a child's full and rounded development.

## 1. Aims

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

- Provide a framework in which sensitive discussions can take place [SEP]
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene [SEP]
- Help pupils develop feelings of self-respect, confidence and empathy [SEP]
- Create a positive culture around issues of sexuality and relationships [SEP]
- Teach pupils the correct vocabulary to describe themselves and their bodies [SEP]
- Promote positive relationships alongside our Christian Values of
  - Trust
  - Hope
  - Resilience
  - Respect
  - Forgiveness
  - Excellence
  - Friendship
  - Thankfulness
  - Justice
  - Creativity

## **2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Biological changes experienced by both genders as they enter puberty are explored as part of sex education lessons in Year 5 and 6. The teaching of sex education is sensitive and age appropriate in approach and content. Different types of relationships are explored through our teaching of respectful and caring relationships, both in the physical and online world. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and the Equality Act 2010. At Baltonsborough C E VC 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 and 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. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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. Curriculum**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## 6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Our school Christian values of truthfulness, compassion, friendship, thankfulness, respect and forgiveness are vehicles for the teaching of aspects of mental health and wellbeing and also about positive relationships. RSE and the PSHE curriculum is taught through our wider school curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Talks related to aspects of puberty will also provide the opportunity to discuss health related issues / female sanitary wear.

**In Year 1/2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

**In Year 5/6**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

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

- Families and people who care for me [L1] [SEP]
- Caring friendships [L1] [SEP]
- Respectful relationships [L1] [SEP]
- Online relationships [L1] [SEP]
- Being safe [L1] [SEP]

The emphasis on positive relationships is central to our school ethos and Christian values.

Health education focuses on the teaching the fundamentals of maintaining healthy lifestyles including:

- Physical health and fitness [L1] [SEP]
- Healthy eating [L1] [SEP]
- Drugs, alcohol and tobacco [L1] [SEP]

- Health and prevention [L][SEP]

Promoting and teaching about wellbeing includes: [L][SEP]

- Mental wellbeing [L][SEP]
- Internet safety and harms [L][SEP]
- First aid

[L][SEP] These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## [L][SEP] 7. Roles and responsibilities

### [L][SEP] 7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy. [L][SEP]

### 7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 8). [L][SEP]

### 7.3 Staff

[L][SEP] Staff are responsible for: [L][SEP]

- Delivering RSE in a sensitive and age appropriate way [L][SEP]
- Modeling positive attitudes to RSE [L][SEP]
- Monitoring progress [L][SEP]
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RHE [L][SEP]
- Giving the opportunity to talk more about issues raised in a confidential environment [L][SEP] 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.

## **7.4 Pupils**

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

## **8. SEND Pupils**

Pupils with SEND are given additional support to make sense of RHE lessons, sometimes taking the guise of separate small group sessions or individual work, as aspects of their maturity may lag behind their peers. In response to need we offer additional small group sessions for pupils with SEND which allow for questions and discussion that might be challenging or difficult for certain groups in a usual class format.

## **8. Parents' right to withdraw**

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 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 RHE 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 first aid professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the headteacher through: lesson observations, learning walks, planning and work scrutinies and pupil interviews.

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

This policy will be reviewed by the headteacher biannually. At every review, the policy will be approved by the governing board.