

THE FEDERATION OF BURLEY AND SOPLEY PRIMARY SCHOOLS



Relationship and Sex Education (RSE) Policy

| | | | |
|----------------------|------------|---------------------------|------------|
| Date of issue | Autumn '23 | Date to be revised | Autumn '24 |
|----------------------|------------|---------------------------|------------|

Names of relevant post holders

| Post | Holder | Post | Holder |
|-----------------------|-----------------|-----------|----------------|
| Headteacher | Nanette Allies | PSHE Lead | Nanette Allies |
| SENDCo/Inclusion Lead | Claire Bleakley | | |

Revision Log (last 5 changes)

| Date | Version No | Brief details of change |
|------------|------------|-------------------------|
| 01/05/2022 | 1 | Policy created. |
| 11/05/2023 | 2 | Reformatted. |
| | | |
| | | |
| | | |

Aims

The aims of relationships 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
- Developing an understanding of peer pressure, knife crime, drug running/county lines and teenage pregnancy including strategies to protect themselves

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. 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.

At the Federation of Burley and Sopley Primary Schools we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents were invited to provide their views about the policy via a school survey
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

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.

Curriculum

We have developed our 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Developing an understanding of peer pressure, knife crime, drugs and teenage pregnancy and includes teaching strategies to help children know how to protect themselves

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum using the SCARF Scheme.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). In Year 5 and 6 some lessons will be taught in single sex classes where appropriate.

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

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

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).

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the Heads of School to account for its implementation.

Headteacher/PSHE LEad

This team 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..

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.

All teachers are expected to teach RSE.

Pupils

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

HIV and FGM- this content is not part of a planned curriculum at the Federation of Burley and Sopley Primary Schools. It would be taught in an age appropriate way, if a child specifically asked a question about HIV or FGM. In this case, the teacher would determine if the child's developmental maturity would lead to this context being taught or whether it would be referred to parents/carers at home to discuss.

Parents have the right to withdraw their children from the non-statutory 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.

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 or PSHE Lead 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.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead, through:

- book scrutiny
- monitoring
- assessment data
- learning walks

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

This policy will be reviewed by the PSHE Lead, annually. At every review, the policy will be approved by the governing board.