



Relationship and Sex Education (RSE) Policy

September 2021



St Martin's School



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Statement of Intent –

At Whinless Down Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidencebased relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

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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
- Ensure children understand how our school values are linked to RSE, moral decisions and life choices beyond school.

Statutory Requirements –

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, Equality Act 2010
- DfE (2019) ‘Relationships, Education, Relationships and Sex Education
- (RSE) and Health Education’ DfE (2013) ‘Science programmes of study: key stages 1 and 2’

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. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **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 and learning about how to keep themselves safe both in relationships both online and in-person.

Curriculum -

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils and following training and guidance from the PSHE association. 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 and puberty bring
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Our RSE curriculum is delivered in line with the new Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance and is an integral part of our whole school PSHE education provision. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The curriculum is planned and delivered through weekly PSHE lessons through a range of methods. Resources and planning will be high quality and will be supported by the PSHE Association. The curriculum will also be delivered through assemblies, circle times, stories and mindfulness and reflection times. Learning will follow a Question Based Model where children build on their understanding of different topics and reflect on their own learning. Assessments will occur at the beginning and end of a new topic.

Relationships education focuses 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*

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 Local Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The PSHE Curriculum Subject Lead is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents/carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- • Reporting when requested to the Local Governing Body or Board of Trustees on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Working with the Leader of Learning to evaluate the quality of provision.

The Leader of Learning is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and sharing this with the Head teachers and Executive Head.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils in line with our Teaching and Learning Strategy.

- Ensuring they do not express personal views or beliefs when delivering the PSHE/RSE lessons.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Support Staff in order to meet pupils' individual needs.

Pupils are responsible for:

- 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 health or relationships education.
- Parents do 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.

Training -

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Teachers will regularly be reminded of the twelve principles of good quality RSE (included in appendix 4).

The Leader of Learning and PSHE Subject leadership team will ensure they keep abreast with training opportunities provided by the PSHE association and The Kent Community Health School Resource Hub (for example RSE Assessment training).

Monitoring Arrangements -

The delivery of RSE is monitored by the PSHE subject leadership team through:

Book looks, the submission of Knowledge Organisers, PSHE workshops, learning walks, checking the completion and progress through baseline assessments and end of term assessments.

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

This policy will be reviewed by the Leader of Learning annually. At every review, the policy will be approved by the Headteacher.

