



GROVE ROAD PRIMARY SCHOOL

RELATIONSHIPS AND SEXUAL EDUCATION (RSE) POLICY

Date Completed: 13th March 2020

Review Date: March 2022

Definition of RSE

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

.Aims and Outcomes of RSE in the curriculum

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

MORALS AND VALUES

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they affect them, and others.

Children should be taught RSE within a framework which models and encourages the following values:

- a respect for self
- a respect for others
- non-exploitation in relationships
- commitment, trust and bonding within relationships
- mutuality in relationships
- honesty with self and others
- a development of critical self-awareness for themselves and others
- an exploration of the rights, duties and responsibilities involved in relationships
- compassion, forgiveness, mercy and care when people do not conform to their way of life
- self-discipline.

How Relationships and Sex Education is organised in the curriculum

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups which may be the case at times in year's 5 and 6.
- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RSE.
- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.

Equal Opportunities

Grove Road is committed to the education of children regardless of culture, disability, gender, religion, social class or sexual orientation. All pupils have a right to an education which adequately prepares them for adult life, and RSE plays an integral part.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8.

“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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5

Here, at Grove Road School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE programme.

Parental involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through an open evening, in policy development, the school website and prospectus, displays and an open-door policy. To promote effective communication and discussion between parents and their children we notify parents through information evenings, termly curriculum letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parent right to withdraw

Grove Road School will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education.

Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The Wellbeing team members interview random groups of pupils across the school as part of the monitoring and evaluation process. The School Council questions classes once during the academic year about their views on well-being.

Inclusion

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Grove Road and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where

appropriate, teachers will discuss a child's concerns with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSL), Mrs L Gray should be informed. If the DSLs are not able to be contacted, the Deputy Designated Safeguarding Lead (DDSL) Mrs G Beckford or a member of the Senior Leadership Team should be consulted. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the head teacher, Wellbeing team governor (see current governor's list), and Wellbeing team. The school will assess the effectiveness of the aims, content and methods in promoting student's learning by lesson observation, sampling teacher's planning and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. This policy document is available to view on the school web site.

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Links to other policies

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.