



PARISH OF THE ASCENSION, HULME

## Relationship and Sex Education (RSE) Policy

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This policy has been developed through consultation with:

- Headteacher
- Parents / Carers
- Governing body
- Healthy Schools

This policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association [https://www.pshe\\_association.org.uk/user](https://www.pshe_association.org.uk/user)

All school staff, parents and carers have been made aware of this policy, which is available to view via the school's website.

## 1. Rationale

RSE is a powerful skill for life and can be used to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being.'

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school.

The school will ensure that relationships and sex education meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

## 2. Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

### **3. Aims and objectives of this policy**

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our children with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just the intimate ones.
- Understand the characteristics of a healthy relationship
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy / consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help
- Know how to report and recognise emotional, physical and sexual abuse
- Understand 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 marriage and civil partnerships
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the lifecycle
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

### **4. Morals, values and equalities framework**

RSE strives to promote acceptance and end discrimination in line with the Equalities

Act, 2010. St Philip's is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 1)
- Will reflect the values of our school / PSHE programme and will be taught within the context of relationships
- The RSE programme reflects our ethos, and encourages children to explore faith, cultural perspectives in a respectful way
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence
- Promoting acceptance of and celebrating difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010

## 5. Delivery of RSE

RSE is delivered within discrete PSHE lessons that take place once a week. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may vary from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection/ safeguarding procedures must be followed.

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note in the class worry/question box. This box is found in every classroom. One of these can be found in the school library.

We use resources that are quality assured by Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are

differentiated to ensure they are accessible to all.

Correct medical/scientific and inclusive language 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 small groups and whole class discussions.

**External agencies can be invited to support or enhance the delivery of RSE.**

These include the school nurse, voluntary sector, theatre and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, 6 lessons are co-delivered with the school nurse; consideration to this is given at the planning stage.

## **6. Parental involvement**

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents through displays, during policy development, 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.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.

- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

## **7. Parents right to withdraw**

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head teacher. Parents/carers will then be invited in to see the Head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Provision will be made for those children withdrawn from the sex education lesson via an alternative PSHE lesson with a teacher/ teaching assistant present.

Please note that withdrawal from sex education in RSE DOES NOT withdraw your child from these elements in the statutory National Curriculum for Science (Appendix 1).

## **8. Menstruation and poverty**

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils who are menstruating can obtain sanitary products from any member of staff and are available in the classrooms. Sanitary bins are provided in Years 5 and 6 classrooms. Sanitary products can also be obtained to take away from any member of staff as part of the DfE free period products campaign (2020).

## **9. Evaluating and monitoring learning**

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, discussion.

RSE is monitored on an annual basis by the PSHE and RSE Coordinators in the

school to ensure that the content is relevant for the pupils and resources are updated.

## **10. Pupil involvement**

We involve the 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.

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

## **11. Accessibility / Equalities Act**

The RSE policy reflects, and is in line with, the school's equal opportunities policy and in line with the Equality Act (2010). The school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflects the diversity of the school and wider community, and ensures all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at St Philip's and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND Code of Practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

## **12. Confidentiality and Child Protection issues**

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content

may prompt a pupil to disclose about related incidents: for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is a risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding / Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

### **13. Process of professional development for staff**

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days by external organisations, such as Healthy Schools. Should any staff identify any training needs this should be reported to the RSE/ PSHE Lead.

This RSE policy is supported by and links to the:

- Child protection and Safeguarding policy
- Behaviour policy
- Confidentiality Agreement
- Equality Information and Objective
- Anti-bullying policy
- Relationship and Sex Education Guidance - DfE (2019)
- Health and safety policy
- PSHE Policy
- E-Safety Policy



## APPENDIX 1

### Year 1:

- Who are the people in my life who love and care for me?
- What are the differences and similarities between people?
- What are the similarities between boys and girls?

### Year 2:

- What is private? (Body Parts)
- What happens when the body grows young to old?
- What is fair, unfair, kind and unkind?

### Year 3:

- What is personal space?
- What does a healthy relationship look like?
- Why is being equal important in relationships?

### Year 4:

- What is diversity?
- Do boys and girls have different roles?
- What changes happen to my body?

### Year 5:

- What is puberty?
- What are the different relationships in my life?
- What is unwanted touch? Understanding FGM

### Year 6:

- What changes happen in my life?
- What happens in a loving relationship and what is forced marriage?
- How is a baby made?

## APPENDIX 2

National Curriculum : <b>Science</b>
<b>Key Stage 1</b>
<ul style="list-style-type: none"><li>• Animals, including humans, move, feed, grow, use their senses and reproduce</li><li>• Children should recognise and name the main external parts of the human body</li><li>• That humans can produce off-spring and these grow into adults</li><li>• Children should recognise similarities</li></ul>
<b>Key Stage 2</b>
<ul style="list-style-type: none"><li>• That the life processes common to humans and other animals include nutrition, growth and reproduction</li><li>• About the main stages of human life cycle, including puberty.</li></ul>

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