

Poringland Primary School and Nursery

RSE Policy

Date of Policy: Autumn 2020
Review Date: Autumn 2023

Members of staff responsible: Subject Leader for RSE

Relationships and Sex Education Policy (RSE)

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1. RSE policy

- 1.1 This RSE Policy covers Poringland Primary School and Nursery's approach to teaching Relationships and Sex Education (RSE). This policy is a working document, which provides guidance and information on all aspects of RSE for staff, parents/carers and governors.
- 1.2 It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.
- 1.3 Parents can access the policy via the school website. If a paper copy of the document is required, the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

2. Values, aims and objectives:

- 2.1 Relationships and Sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, now and in the future.
- 2.2 RSE is taught in a way that is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.
- 2.3 RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:
 - Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner;

- Providing an inclusive learning environment that is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable;
- Teaching non-biased, accurate and factual information that is positively inclusive;
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology;
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect;
- Providing protection from shock or guilt;
- Actively involving pupils as evaluators to ensure relevance;
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

3. Our RSE Curriculum

- 3.1 Some elements of the RSE curriculum are a statutory requirement. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.
- 3.2 Our intended RSE curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parents/carers will be provided with appropriate notice before the amended programme is delivered. Where possible, the curriculum will be complemented by themed assemblies and cross-curricular links.
- 3.3 Poringland Primary School and Nursery uses a scheme of work called RSE Solution (from Educator Solutions) to teach its RSE curriculum. At the start of each year, parents/carers will receive information explaining the lesson objectives to be taught that year and the key vocabulary.

- 3.4 The RSE programme will be led by the Subject Leader for RSE, with input from other Subject Leaders (e.g. Science, PE, PSHE, etc.); it will be taught by members of school staff.
- 3.5 RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement of all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters, prevent pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.
- 3.6 At Poringland Primary School and Nursery we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.
- 3.7 Where appropriate, pupils will be provided with opportunities to ask questions as a class or anonymously if they wish. Teachers will answer questions as fully as they feel, given the age of the children, and based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.
- 3.8 Where appropriate, at the end of a lesson, teachers will signpost pupils to information relevant to the topic to ensure safe sources of information, advice and guidance are provided. If the school has any

reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

4. Assessment

- 4.1 Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

5. The rights of parents/carers

- 5.1 Parents/Carers have the right to withdraw their children from all or part of the RSE provided at school, except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right should put their request in writing. They will be invited in to meet with the Headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

6. Associated policies:

- 6.1 This policy compliments the following policies:

- Anti-Bullying Policy
- E-safety and Computing Policy
- Inclusion Policy
- PSHE & Citizenship Policy
- Drug Education Policy
- Science Policy
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- Single Equality Policy
- Accessibility Action Plan
- Safe Touch
- Teaching and Learning Policy
- PE Policy
- Gender Equality
- Racial Equality
- Disability Equality
- Behaviour Policy

Appendix 1

Letter to Parent/Guardian

Dear Parent/Guardian

As of September 2020, Relationships and Health Education has become a statutory requirement for all primary schools. The intention is for this to be taught alongside age-appropriate sex education. Please note that Sex Education remains non-statutory, with the exception of objectives linked to the National Curriculum for Science.

Our school prides itself on delivering effective, age-appropriate Relationships and Sex Education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment using non-biased resources. RSE is taught by our teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see the attachment for your child's year group objectives and a list of the key vocabulary that will be used throughout the year.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please familiarise yourself with the RSE policy and read the 'Top tips for talking to your child'(see attached).

Please feel free to contact either myself, the Headteacher or Deputy Headteacher, if you would like to discuss our programme of Relationships and Sex Education on an individual basis.

Yours sincerely