



Relationships and Sex Education (RSE) Policy

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| Reviewed | Fiona Reid Smith | |
| Date of next review | Fiona Reid Smith | June 2021 |

1. Introduction

We are committed to providing high quality relationships and sex education that is tailored to the age and the physical and emotional maturity of the children. The purpose of this policy is to set out the ways in which our provision for relationships and sex education will support children through their spiritual, moral, social, emotional and physical development and prepare them for the opportunities, responsibilities and experiences of life.

2. Aims

The aims of Relationship and Sex Education (RSE) at Raglan 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 stable loving relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Statutory Requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is at least as broad as the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum. At Raglan we teach RSE as set out in this policy.

4. Policy Development

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

1. Review – a member of teaching staff 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 consultation – parents were invited to attend a meeting about the policy

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about caring relationships, healthy lifestyles, diversity, personal identity, on line safety and when and how to get help.

While recognising that different groups of people may have different opinions about issues, our emphasis is on providing factual information.

Children and young people are bombarded with advertising, TV, radio, magazines, newspapers, video games, music videos, the internet, and mobile phones all of which communicate messages that suggest what is 'acceptable', or 'desirable' for relationships and our bodies. Further, technology is evolving at a tremendous pace.

The need to protect children from on line bullying and exploitation is a growing concern that we take seriously. Therefore, RSE at home and in school is very important to ensure that children and young people have access to reliable information and an opportunity to explore the messages they are receiving in a safe learning environment.

RSE involves learning about the emotional, social and physical aspects of growing up. It is not about the promotion of sexual activity.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and P.E.

Since RSE incorporates the development of self esteem and relationships, pupils learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

6.1 What will RSE cover?

We teach children about relationships and we encourage children to discuss the changes that happen as they grow up 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

Sex education focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The children are taught about parts of the body, including the private parts, inappropriate touching, why males and females are different, and what will happen to their bodies during puberty.

In the science curriculum in Key Stage 1, the children are taught that animals, including humans produce offspring, which grow into adults, and about the main parts of the body.

In Key Stage 2, the children are taught about life processes including reproduction and the main stages of the human life cycle, in greater depth.

By the end of Key Stage 2 the children know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. They also know that it is their right to be safe and be in control of their bodies

The objectives that are covered in each Key Stage are listed below Key Stage 1.

- Recognise names for the main external parts of the body
- Name the sexual parts of the body

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- Describe what their bodies can do and understand how amazing the body is
- Show some understanding that their body belongs to them
- Describe some basic personal hygiene routines and understand how these can prevent the spread of disease
- Recognise babies, children and adults of different ages and put them into age order
- Understand that human babies grow inside their mothers
- Describe the main physical developments which take place in early childhood
- Describe some of the changes in responsibilities and expectations during early childhood
- Understand the basic needs of babies
- Understand how dependent a baby is on its parents to provide its basic needs

Key Stage 2

- Describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things
- Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how to prevent the spread of such illnesses
- Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy
- Explain ideas about being grown up and show they have a relatively realistic view of adulthood
- Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself
- Know the scientific names for the external and internal sexual parts of the body, and be able to explain the basic functions.
- Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently
- Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others
- Understand the importance of washing regularly and maintaining other hygiene routines during puberty
- Understand the ways to prevent the spread of common diseases
- Describe the main stages of how a baby is made, using some scientific vocabulary

- Describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- Understand that puberty affects [people in different ways both physically and emotionally
- Understand that the way they behave affects others and that they have some responsibility to make sure that what they do does not hurt other people
- Describe some characteristics of a loving, trusting relationship
- Show awareness of some family arrangements which are different from theirs
- Learn about the right to be safe and in control of their body

7. Roles and responsibilities

7.1 The governing body

The local governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. The headteacher also ensures that members of staff are given sufficient training, so that they feel confident to teach the RSE curriculum effectively and handle any difficult issues with sensitivity

7.3 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/non-science components of RSE

Class teachers are responsible for teaching RSE at Raglan. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

7.4 Pupils

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

7.5 Parents

The primary role in children's RSE lies with parents and carers. We aim to build a positive and supportive relationship with the parents of children in our school through mutual understanding, trust and cooperation. In promoting this aim we:

- Inform parents before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child, this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any concerns that parents raise about this policy or the arrangements for RSE in the school

8. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non statutory components of sex education within RSE. All children are expected to learn the content of the Science Curriculum and the Relationships curriculum. If a parent wishes their child to be withdrawn from any part of the sex education curriculum they should discuss this with the Headteacher, making it clear which aspects they do not wish their child to participate in and confirm their request in writing. Requests will be placed on a child's record

9. Training

The delivery of RSE is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

10. Monitoring, Evaluation and Review

The policy and curriculum will be reviewed annually. The RSE Lead monitors the delivery of the curriculum through for example, reviewing planning and learning walks.