



School Policy



RSE Policy

Autumn 2020

Introduction

We have based this policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships, respect love and care in a trusted safe environment, through age- appropriate schemes of work using the Shropshire Respect Yourself: Eat Better, Move More, RSE programme.

Definition and Aims

Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development.

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction.

Our scheme of work aims to:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions

- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice
- Help pupils make informed decisions.

Equal Opportunities

We value equality of opportunity highly. As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how people choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging. (Same Love Different Families Project)

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in any relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. (Refer to Safeguarding Policy.)

Moral and Values Framework

This Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

We aim to fulfil the educational needs of the children who are represented in the community. The children come from a varied cross section and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils may be involved and consulted.

Content

We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive.

The programme will be delivered by classroom teachers. There will be opportunities for the children to work in mixed and single gender groups and exercises will be adapted to take into account different levels of maturity and ability. We encourage pupils to ask questions and seek further information at home, we see this work as a partnership between school and home.

The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme

The programme complements OUR science curriculum:

In Key Stage 1 science, the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE.

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE (letters/emails are sent home at beginning of the academic year). What is taught, within our curriculum, is ultimately a decision for school and agreed by governors.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

If a parent wishes to do this they should write to the head teacher, documenting the parts they wish their child to be withdrawn from. We would encourage parents to discuss any concerns at the earliest opportunity with class and head teacher. The head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Monitoring and review

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every three years.

The governing body monitor our relationship and sex education policy. They report the findings and recommendations, giving consideration to any comments from parents about the relationship and sex education programme.

Written by

Reviewed and amended: February 2020

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