

Relationships And Sex Education Policy

Aims

The aims of relationships and sex education (RSE) at our school are to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Rendell primary school we teach RSE as set out in this policy.

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).

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by the subject leader/curriculum leader/SMT through:

- Planning scrutinies, learning walks and pupil interviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum is set out in the following format and follows a 'spiral' pattern - each year the children are taught broader content under the same headings:

Autumn 1	Being Me in My World	Understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Anti-bullying (including cyber bullying) and diversity work
Spring 1	Dreams and Goals	Goal-setting, aspirations and resilience building
Spring 2	Healthy Me	Self-esteem and confidence as well as healthy lifestyle choices (on and off line, drugs and alcohol education for year 6 only.
Summer 1	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills

Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the **non-statutory components** of the curriculum within RSE – see table below. **In years 5 and 6 the curriculum will focus on preparing boys and girls for the changes that adolescence brings. This part of the curriculum is important to help the children understand and be ready for the changes they will encounter both physically and emotionally.**

Summer 2	Changing Me	Understanding growth and change Puberty year 5 and 6 only – boys and girls taught in separate groups
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More information about our RSE curriculum can be requested from: admin@rendellps.leics.sch.uk

Parents and Carers must complete a form requesting withdrawal from non-statutory components of the curriculum (**Appendix 1**). This will trigger a meeting with the Headteacher to discuss the request.

Appendix 1: **Parent form: withdrawal from Non statutory elements within RSE**

To be completed by the parent			
Name of child		Class	
Name of parent		Date	
Reason for request to withdraw from non-statutory element within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			