



Relationships and Sex Education (RSE) Policy

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Lead reviewer:	Greg McGill
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Rationale

Relationships and Sex Education describes the teaching and learning we offer to the young people in our school, helping them to develop skills for relationships and informed decision making. We believe that RSE is the entitlement of all young people and we are committed to deliver it within the context of a broad and balanced curriculum.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as helping to identify child protection issues in young children.

Aims

RSE in this school will contribute to the requirements of the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Swallowfield complies with the relevant requirements of the Equality Act 2010. The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health-related behaviour. The RSE policy has the following aims:

- To ensure that Relationships and Sex Education is integrated into the curriculum and is not isolated, taken out of context or over emphasised in any way;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils to develop skills and to make the most of their abilities;
- Generate an atmosphere where questions and discussions on matters that arise can take place without embarrassment.
- To develop pupils' understanding of the importance of a healthier safer lifestyle;
- Promote the spiritual, moral, cultural, mental, physical and social development of pupils at the school;
- To provide a description of how RSE is delivered, monitored and evaluated in the school;
- To help pupils learn to respect and care for their bodies and
- To help pupils, parents and carers learn **how** to gain access to information and support.

The school will work towards this aim in partnership with its young people and parents/carers.

Values Framework

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage pupils to:

- Value and respect themselves;
- Value and respect others and
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Teaching and Learning

Within the taught and broader curriculum, including whole school opportunities i.e. the whole school environment, pupils will be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home, believing that these, alongside school links, are essential dimensions of sex and relationships education. Parents have the right to withdraw their child from RSE provided it is outside National Curriculum Science lessons.

Learning Outcomes for RSE within the School

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body. They will also be able to explain that people grow from young to old.

By the end of the 4 years in Key Stage 2 (2 years of which the children will attend a Middle School from Year 4 to Year 6), pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring). The Sex Education element of the curriculum will be covered whilst the children attend Middle School in Secondary Education.

RSE has three main elements:

1. Attitudes and Values

- Respecting and valuing themselves and others.
- Understand and show sensitively towards the needs of others.
- Responsibility for their own actions.
- Learning the importance of our values and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships.
- Exploring and understanding moral dilemmas.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.

3. Knowledge and Understanding

Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development.

- Understanding human relationships, emotions and reproduction- relevant to related science topics and not as a lesson in its own right.
- Learning and understanding physical development at appropriate stages.

Relationships

Within the context of talking about relationships, children should be taught about a wide range of relationships and different family arrangements, and emphasising the positive qualities of family life in all its variety of forms. Within our Values Based Education, they must be taught the need for commitment, trust and love in meaningful relationships.

Answering Difficult Questions

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer for an answer, or seeking advice from the PSHE co-ordinator. At Swallowfield, questions relating to specific sex education issues will be referred back to families. The school believes that individual teachers must use their skill and discretion in these situations.

Monitoring and Evaluation of RSE

The PSHE co-ordinator collects evidence for the monitoring and evaluation of the RSE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

Withdrawal of Students from RSE at the request of the Parent

Parents have the right to withdraw their child from RSE under the Education Act from part of the Sex and Relationships Education Programme (Sex Education). Any parent wishing to withdraw their child is encouraged to make an appointment with the head teacher to discuss the matter. Once a child has been withdrawn they cannot take part in later sex and relationships education without parent/carer approval.

Any complaints about the content or delivery of SRE should be addressed to the Headteacher.

Equal Opportunities

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in SRE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding/Confidentiality

Teachers will reassure pupils that their best interests will be maintained. Ground rules will be used in lessons and teachers will ensure that pupils know that they cannot offer unconditional confidentiality. Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

Complaints Procedure

Please refer to the Complaints Policy for guidance.

Links with Other Policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying