



Relationships and Sex Education (RSE) Policy

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Lead reviewer:	Greg McGill
Approval by:	(L Settle) Governing body

Rationale

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. Sex Education is not part of the formal curriculum at Swallowfield as our children only progress to Year 4 within the lower school system, however, aspects are addressed naturally as they arise in the children's life and work at school. Their questions are answered factually and sensitively. Following transfer to Middle schools, Sex and Relationships teaching usually occurs as part of the PHSE curriculum.

Statutory Requirements

As a maintained lower 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 must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Values Framework

All those who teach aspects of RSE within school, 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.

Intent

The Governors and Staff believe that parents are the key figure in:

- Helping their children to respond to the physical and emotional aspects of growing up.
- Preparing their children for the challenges and responsibilities which maturity brings.

The school's work is viewed as complimentary and supporting to that of parents, and the intent of relationships and sex education (RSE) at our school is to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- Provide children with the correct vocabulary to describe themselves and their bodies

The themes covered within the school's programme of Values Education and PSHE topics (Personal, Social and Health Education) incorporate the following elements:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the values of respect, love and care;
- Exploring, considering and understanding moral dilemmas;

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self – respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding emotions and relationships.

Implementation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This is supported by the PSHE Association. 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

Relationships and Sex Education is supported by the school's wider curriculum for personal, social and health education. The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years.

The four themes are:

- developing confidence and responsibility and making the most of pupils' abilities;
- preparing to play an active role as citizens;
- developing a healthier, safer lifestyle; and
- developing good relationships and respecting differences between people.

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, LGBT parents, 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).

Key Stage 1 (Year 2)- 'Growing Up' unit

These series of lessons demonstrate how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.

Key Stage 2 (Year 4)- 'Growing Up' unit

This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.

Parents' right to withdraw

Relationships and health education are statutory at primary school level and parents do not have the right to withdraw their child from the subject.

Monitoring Arrangements

The PSHE Leader (G McGill) 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.

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

Equal Opportunities

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. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There will be no direct promotion of sexual orientation.

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.

Policy Development

To promote awareness and understanding of PSHE and increase engagement within our community, Swallowfield Lower School is open and transparent with its communication to families regarding the themes and units covered. Alongside the PSHE Leader, year group teachers and governors wrote letters to parents and carers detailing the content of the PSHE Curriculum and how this would be taught. Feedback was sought and then acted upon to gain the best possible outcome in delivering effective PSHE provision. Year group content is also delivered at Parent Welcome Meetings at the start of the academic year.

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

1. Review – a member of staff or working group 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. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Parent/stakeholder consultation – parents and governors were invited to respond
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher (Mrs Kim Brewer)
- Emailing the PSHE Leader (G McGill) on g.mcgill@swallowfieldlowschool.co.uk

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'