



RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

This Relationship and Sex Education Policy – RSE has been written in accordance with guidance from The Department of Education. This policy contains information on how our school will meet its legal duties, with which schools must comply when teaching Relationship and Sex Education.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

RSE is taught within our PSHE -Personal, Social Health and Economic (see PSHE policy).

Implementation of the policy

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This document details the importance and the Key objectives. Relationship Education is compulsory for all pupils receiving primary education. For the purpose of this policy, "relationship and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

At Meadow Farm Community Primary School, RSE is taught through the "PSHE Matters" scheme. Some of the themes planned are revisited and presented in various ways and through different themes throughout out the two year (6 term) cycle.

Lessons are adapted according to individual classes and discussions take place with all pupils including those with SEN and children from different backgrounds.

What will my child Learn?

The DFE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We recognise that RSE is not just delivered through the curriculum. In responses to sexual health related issues, all staff will model positive, matter of fact answers in an age appropriate way.

The PSHE Matters Scheme - incorporates the teaching of RSE within.

In Key Stage 1 (age 5-7) Children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) Pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) Pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle. National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

Equal Opportunities / Sensitive Issues

At Meadow Farm, we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background.

To achieve this, the school's approach to RSE will consider:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Teaching Provision

RSE is provided through:

- Teaching and learning methods are used to ensure pupils' full participation and development of skills;
- A safe learning environment is established in all PSHE lessons including the ground rules;
- We will not ask personal questions;
- We have a right to pass if we do not want to comment;
- We agree to join in and make positive contributions. We will listen to each other without interruption;
- Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator;
- Other curriculum areas for example Drama, English etc;
- Assemblies;
- The provision of appropriate leaflets and other information sources such as visitors;
- Targeted intervention, where appropriate, with vulnerable individuals;
- Delivery in response to incidents.

A Safe Learning Environment

For RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules);
- No one in the classroom will be expected to answer a personal question;
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues;
- Pupils will be expected to engage and listen during lessons. However, it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion;
- In most cases, the correct names for body parts will be used;
- The meanings of words will be explained in a sensible and factual way;
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator, if necessary;
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting;
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness;
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant;
- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question;
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse, then the usual child protection/safeguarding guidelines will be followed;
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child;
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and Responsibilities

There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff supports the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex.

We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum.

They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Working with Outside Agencies / Visitors

We consult with the school nurse, when appropriate. We ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

Pastoral support for Pupils / dealing with sex related incidents

All members of staff will be approachable to discuss relationship and sex issues with the children. We will ensure that girls in KS2 are comfortable with the provision made for menstruation.

Impact

- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.
- They will know about families and people that care for them
- They will understand the meaning of respectful relationships
- Children will learn how to keep themselves safe
- Children will have the building blocks needed to form positive and safe relationships, including with family, friends and online.

Monitoring and review

Teachers' planning will be monitored at regular intervals throughout the year (once per term), The policy will be reviewed annually or sooner if necessary.

Governors will monitor the impact of the policy through parental surveys, discussions with pupils and by visiting lessons as part of their monitoring role. They will also ensure that as well as fulfilling their legal obligations, they will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

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Signed:

Mrs M Gaiderman

Chair of Strategic Committee



Signed:

Mrs S Eyre

Headteacher

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