



# Hoyland Springwood Primary School

## Relationships Education, Relationships and Sex Education (RSE) Policy



### Intent

This policy covers our school's approach to relationships and sex education. We believe relationships and sex education is important for our pupils and our school because we are committed to providing educational opportunities to equip our pupils to become confident, well rounded individuals that can participate positively to their communities and the wider world while keeping their bodies and minds safe. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by following a well thought out and considered progressive curriculum. We also ensure RSE fosters gender equality and LGBT+ equality.

### The Aims of RSE

- RSE is lifelong learning about relationships, physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Family is a broad concept; not just one model, ie, a nuclear family. Care will be taken to ensure there is non stigmatisation of pupils based on their family circumstances.
- It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with pupils and parents, consulting them on the content of the policy and providing support material, to facilitate links between learning at home and school.
- We aim to meet our pupils' entitlement to RSE by providing them with factual information, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of sexual health.
- As part of a wider school approach, within RSE strategies will be incorporated to raise pupils' self esteem and confidence, develop a positive values and moral framework to guide their decisions and increase their understanding of their responsibilities and consequences of their actions.
- There will be an emphasis on developing pupils' skills such as risk assessment, critical thinking, assertiveness, decision making and accessing help and support.
- To aid transition to adulthood pupils' will be taught to respect and care for their bodies, understand the pressure that can be exerted by other people and the media, to avoid being coerced or exploited into unwanted actions.
- An intrinsic part of RSE is to promote understanding and respect for difference and diversity, prejudice such as sexism and homophobia will be constructively challenged.

Teachers and external agencies will be made aware of the policy and its aims. The personal values and attitudes of those teaching pupils' will not influence the teaching of RSE within this school.

## **Implementation**

RSE is a planned, comprehensive, developmental programme, delivered in each year group, as part of the Personal Wellbeing element of the PSHE curriculum. The curriculum is delivered using a progressive approach where skills are built on from the previous year in a way that prepares pupils for issues they will soon face.

They will focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online;
- Statutory PSHE could look like in the context of statutory Relationships and RSE, and will also consider age-appropriate content and guidance. We would expect this to cover broad pillars of:
  - healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
  - healthy minds, including emotional wellbeing, resilience, mental health;
  - economic wellbeing and financial capability;
  - careers education, preparation for the workplace and making a positive contribution to society.

## **The Needs of Pupils**

Our RSE programme is an integral part of our whole school PSHE education provision. This policy is based on the expressed needs of pupils, following RSE programme evaluation and information from health professionals. The RSE programme, in line with the new statutory guidance (September 2020) is planned to ensure young people feel it is relevant to them. We will ensure RSE is matched to the needs of our pupils and it will meet the full range of learning abilities and pupils with special education needs have additional support as required. Each lesson is tailored to the gender, age, social, faith and cultural needs, physical and emotional maturity levels of each class.

All pupils' receive the programme of study. RSE is included in the transfer information for pupils' moving in and out of school, to ensure vulnerable pupils' access to RSE is not impeded.

## **Teaching and Learning Styles**

Our RSE programme will be taught through a range of teaching methods and interactive activities. A range of interactive teaching strategies are used, such as debating, teacher input, drama techniques, whiteboard activity, small and whole group discussion, personal reflection. High quality resources will support our RSE provision and will be regularly reviewed. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin our RSE curriculum.

## **Safe and effective practice**

A safe learning environment is created to enhance learning and ensure pupils' feel they can ask questions. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils,' this will be dealt with individually. Pupils will be able to raise questions anonymously by using 'Ask It Baskets'

## **Safeguarding**

Teachers are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship, this can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in her absence their deputy and follow the school's safeguarding policy and procedures. Whilst staff will endeavour to support pupils, they cannot offer unconditional confidentiality. Where there is a disclosure safeguarding procedures will be followed.

### **Impact**

Pupil assessment is built into the RSE programme, using a variety of strategies, such as teacher observation, peer and pupil assessment of knowledge, understanding, interpersonal skills and attitudes. Pupils' progress is reported at interim and year end reports within the PSHE statement.

### **The School, Parents and Community Links**

We aim to work in partnership with parents, consulting them on the policy and informing them of the programme, to encourage continuity in learning between home and school. We provide opportunities for parents to view resources, discuss the programme and obtain information on relationships and sexual health issues.

Some parents prefer to take sole responsibility for teaching this aspect of the curriculum. They have the right to withdraw their children from all, or part of, sex and relationship education, apart from those parts included in the National Curriculum. We would discuss the advantages and disadvantages of this approach with parents and would make alternative arrangements for those pupils'. Parents are encouraged to discuss their concerns and decisions at the earliest opportunity.

### **Management and Coordination**

Management and coordination of RSE is the responsibility of Mrs Parker.

### **Responsibility for the RSE Policy**

The Headteacher has overall responsibility for the RSE policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents and the Local Authority.

### **Development of the Policy**

This policy was developed with the review of RSE curriculum content and government guidelines.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

### **Links to Other Policies**

- Confidentiality
- Safeguarding
- PSHE and Citizenship
- Equal Opportunities
- Behaviour
- Anti-Bullying
- Teaching and Learning
- Assessment and Monitoring

Date written: June 2020

Headteacher signed:

Chair of Governors signed:

**This policy is to be reviewed March 2022**