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## **RSE Policy**

# **Relationships (and Sex) Education and Health Education**

A statutory policy

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|----------------------------------|---------------|
| Date effective from:             | Summer 2021   |
| Signed, Head Teacher:            | Mrs L Crew    |
| Signed, Chair of Governors:      | Mr Rob Pepper |
| Date approved by Governing Body: | Summer 2021   |
| Date of next review:             | Summer 2022   |

Staff and pupils have respectful and trusting relationships with each other, which we feel promotes effective Relationships (and Sex) Education within our school.

As a staff we agree that RSE is:

**“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a life-long partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” DfE 2000**

### **How our Policy was formulated**

The policy was compiled in line with recent guidance provided in Relationships and Sex Education, Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019).

In considering the formulation of the policy, other contextual information and factors were considered. For example, the school’s status as a Church of England (VA) school, its distinctive Christian character and vision as a church school.

The staff, governors and parents have been involved in the consultation process and have been encouraged to ask questions and comment on the content of the policy.

### **Requirements on schools in law**

Since September 2020, the Department for Education (DfE) made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. This is outlined in the following document:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Salway Ash School, we are encouraged to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and drawing on knowledge of the human life cycle as set out in the National Curriculum for Science. Health Education is statutory from September 2020 and covers the key facts about puberty and changing the adolescent body.

## **Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of RSE for staff, parents/carers and governors. To be accessible to all of these groups, the document is available on the school website and is presented in a way that is easy to understand.

<http://salwayashschool.org/>

RSE - Relationships (and Sex) Education or SRE – (Sex and) Relationships Education as it was formerly known - is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional and moral development.

The main aim throughout the school is to prepare children, so that when they are introduced to facts about human sexuality they do not find them shocking, or frightening in any way, but appreciate them as part of a natural process. Moral values are transmitted which praise and celebrate the virtues of family life and relationships and promote a positive self-image in each individual. Pupils learn to respect themselves and others. By using a well-structured approved on-line programme (SCARF), the staff at Salway Ash will complement and support the work of parents.

## **Moral and Values Framework**

The RSE programme at Salway Ash School reflects the school ethos and demonstrates and encourages the school's core Christian values. The programme is outlined on the school website.

## **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## **Content**

The school uses an RSE scheme of work taken from the CORAM/SCARF curriculum. This is an age appropriate curriculum used by many schools across the country. An overview of the PSHE SCARF Curriculum across the school is available on the school website. Further information about the curriculum can be obtained using the following link:

<https://www.coramlifeeducation.org.uk/scarf/>

Additional information about the RSE curriculum is available on request.

## **Organisation**

RSE should not be delivered in isolation but firmly embedded in relevant curriculum areas. At Salway Ash School the main content is delivered during PSHE (SCARF Curriculum) and Science lessons and much work will arise from pupils' questioning.

RSE is normally delivered by the class teacher in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Class teachers make choices about ways of working, as appropriate to their own classes. Parents are able to view the materials to be shown to pupils if requested.

Before embarking on the session, a set of ground rules to create a safe environment for both adults and pupils is established. Pupils are encouraged to discuss and question and where necessary distancing techniques are used to avoid embarrassment and maintain privacy. Pupils are encouraged to reflect on their own learning.

Visitors may be invited in to school to support this work because of their particular expertise or contribution they are able to make; all visitors are familiar with and understand the school's RSE policy and work within it. They are supervised/supported by a member of staff at all times and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **Assessment and Evaluation**

Assessment and evaluation of the RSE programme is conducted using a variety of informal activities which are built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE constantly evaluate their lessons to inform future planning. Any formal recording of work will be kept in topic or subject-related books. Much of the work will be verbal and informal.

## **Specific Issues within RSE**

### **Withdrawal**

Parents have the right to request that their child be withdrawn from the one non-statutory Sex Education lesson taught at school during the summer term in Year 6, but not from any other Relationships Education lessons. Parents do not have a right to withdraw their children from aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education.

Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Confidentiality and Child Protection Issues**

As a rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (Mrs L Crew) or Deputy Safeguarding Lead (Mrs E Smith) who takes action as laid down in the Safeguarding and Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

The staff will be using the correct terminology for the genitalia. We consider this to be important for children to learn the correct vocabulary – it will be used in an age appropriate manner.

Salway Ash Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with issues relating to issues such sexual orientation, transgender or gender ambiguity.

### **Dissemination**

All staff members and governors have access to the RSE policy. Copies of the RSE policy are available from the school office, on request - it is also available on the school website.

Salway Ash Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The subject leader should access courses or INSET opportunities to assist staff involved in the delivery of RSE.