



Ernesford Grange Primary School

RSE Policy

Approved by:

Date:

Last reviewed on:

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1. Aims

The aims of sex and relationship education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our RSE curriculum is based upon the values which underpin the work that we do.

Our Values- how we will act and behave

- Respect – act respectfully to all
- Responsibility – ensure our actions are kind
- Resilience – be able to use strategies that enable us to live our best life

2. Statutory requirements

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)

At Ernesford Grange Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the PSHE lead pulled together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – a parental working party were invited to attend a meeting about the way we teach RSE at Ernesford Grange Primary and were given the opportunity to share their views. **NB: Due to restrictions in place due to COVID-19, an online parental survey has been conducted.**
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- Relationships and Health Education (RHE) were introduced as statutory curriculum content in 2019.
- Relationships Education can be defined as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Health Education can be defined as teaching the characteristics of good physical health and mental wellbeing.
- Sex Education is a non-statutory part of the curriculum and specifically refers to curriculum content about human reproduction not covered in the Primary science curriculum.
- Relationships, Health and Sex Education form part of the school's Personal, Social and Health Education (PSHE) programme. In addition to Relationships and Health Education, PSHE covers some additional non-statutory curriculum content including careers education, citizenship, emotional literacy, personal safety, community engagement and Sex Education.

The Department for Education (DfE) states that RSE has three main elements:

6. Attitudes and values
7. Personal and social skills
8. Knowledge and understanding

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Delivery of formal RSE is the responsibility of all staff, led by the PSHE subject leader. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. Any supporting agencies, deemed appropriate by the PSHE subject leader, work within the school's RSE policy at all times, including our values framework and confidentiality protocols

- Work in partnership with school staff, using a partnership agreement
- Enhance the learning experience for our students e.g. specialist health knowledge

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE not contained within the science National Curriculum (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE not contained within the science National Curriculum
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the School Head Teacher.

6.4 Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the components of RSE not contained within the science National Curriculum.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Training

The PSHE lead will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

9. Monitoring and evaluating

Teaching and learning in RSE will be monitored through lesson observations, pupil discussions and book trawls. Feedback will be given to staff individually and the information collected used to identify specific and more general professional development needs.

Regular evaluation of the PSHE programme, including RSE, will be done by the children and the staff involved and this will inform future practice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum Governor Committee. After every review, the policy will be approved by the governing body.

Appendix 1

At Ernesford Grange Primary we are currently using the following schemes to support our PSHE and RSE teaching:

- PSHE Association Scheme of Work
- 1 Decision VLE
- FPA – Growing up with Yasmin & Tom
- Cornerstones

