



# Stalmine Primary School



## Draft RSE Policy

March 2021

### Aims

The aims of Relationships and Sex education (RSE) at Stalmine Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of their own 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.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

Stalmine Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. We aim to offer pupils a carefully planned programme of work where they will learn about human development; relationships; sexuality and family life. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in KS1 and KS2.

### Statutory requirements

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. Although we are **not** required to provide sex education, we do need to teach the elements of sex education contained in the statutory science curriculum.

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.

### Definition

*“RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain.”*

*(Ms. Justine Greening, DFE 2018)*

- RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity or lifestyles.

### **Relationships Education:**

The focus is on 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. 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).

### **Health Education:**

The focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

### **Sex Education:**

The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born).

*Parents have the right to withdraw their child(ren) from sex education lessons.*

### **Policy Development**

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

- Review - subject leader collated all relevant information including important national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent consultation – parents were invited to complete a survey to express their views and were given the opportunity to review the policy. Furthermore, they were also invited to attend a meeting regarding RSE.
- Pupil consultation – we investigated what pupils hoped to gain from their RSE through informal discussions with individuals and groups.

- Ratification – once amendments were made following the consultation process, the policy was shared with governors and formally ratified.

## **Delivery of RSE**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in Upper Key Stage 2 also receive stand-alone sex education sessions.

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body has delegated the approval of this policy to its Equality and Standards Committee. The committee will hold the Headteacher to account for its implementation.

### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education.

### **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 non-statutory/non-science components of Sex Education
- 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 headteacher.
- All class teachers are responsible for teaching RSE.

### **Pupils**

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

## **Relationships and sex education in the context of the National Curriculum Legal Requirements**

Stalmine Primary School has a statutory duty to teach the following as part of the National Curriculum Science

### **Early Years**

- To recognise some feelings
- To recognise how our feelings can influence our friendships
- To realise that our behaviour (words and actions) can affect other people
- To know who they can talk to at home and at school
- To consider the ways they have changed physically since they were born
- To appreciate and value their body, its capabilities and uniqueness
- To understand why hygiene is important
- To know that humans produce babies that grow into children and then into adults

### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults
- Humans and plants basic structures
- Our senses
- Know how they are growing and changing
- Know what friendship is
- Know about different types of families
- Know what makes a good friend

### **Key Stage 2**

- Describe the differences in the life cycles of a mammal, an amphibian, an 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 that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Evolution and inheritance - adaptation, survival of the fittest, reproduction and passing on traits

All key stages will universally teach children how to protect themselves from inappropriate online content, bullying, harassment and exploitation at an age

appropriate level. This will happen alongside the computing curriculum and the DfE website: Project Evolve - 'Education for a Connected World'.

*Parents do not have the right to withdraw their child/children from these above aspects of the science curriculum.*

## **EYFS**

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

## **Key Stage 1**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

## **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and learn how to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationships and sex education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. They do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing addressed to the headteacher

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection (DSL) or the Head Teacher as a matter of urgency.

### **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. This is in-line with our Equality Policy.

### **Complaints Procedure**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Stalmine Primary School complaints procedure if they feel things are not resolved.

### **Monitoring arrangements**

The delivery of RSE is monitored by SLT through, for example, planning scrutinies, learning walks and lesson observations. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the subject leader annually.

At every review, the policy will be approved by the staff, governing body and the parents or carers.

#### **14. Further policies and documents**

In conjunction with this policy, please also see:

- PSHE Policy
- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equality Policy
- Keeping Children Safe in Education
- Education for a Connected World
- DfE Parent Advice
- DfE Statutory Guidance for Relationships and Sex Education.

**Date:** March 2021

**Review:** March 2023