



Reedham Primary and Nursery School

Sex and Relationships Education Policy (RSE)

Policy Consultation & Review

This policy is available on our website and on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body on an annual basis, or as and when new guidance or legislation dictates. This policy was last reviewed and agreed by the Governing Body in March 2023. It is due for review in March 2024, unless there is a legislative review.

Signature:

Headteacher:

Date:

Signature

Chair of Governors:

Date:

Background Information

Reedham Primary School and Nursery is a village primary school catering for children aged 4 -11 years. The school serves the local community of Reedham and Limpenhoe, although we do have pupils coming to us from further afield. The children are predominantly white and come from both single and dual parent families.

This policy was developed by the school PSHE Coordinator, the Head Teacher, staff and governors. All views were taken into account when developing this policy and the Sex and Relationships Education (RSE) programme.

Policy Statement

Relationships Education (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. RSE is a 'whole school issue' and as such it should be part of a planned and continuous programme, with recurring underlying principles.

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. They also make Health Education compulsory in all schools except independent schools.

This policy will be reviewed every four years or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Other related policies and documents include the Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

Aims and Objectives

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

This policy aims to ensure that the school provides a caring and supportive environment where children feel happy, secure and positive about themselves. It aims to support, encourage and help each child to achieve this.

It aims to enable children to develop confidence in talking, listening and thinking about relationships, develop positive emotional health and self esteem, have knowledge of their own bodies and be prepared for puberty.

The teaching is non-biased accurate and factual information that is positive inclusive. We will provide information relevant to the age and maturity of the learner in an environment that is safe – empowering everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.

Moral and Values Framework

The RSE programme at Reedham Primary School and Nursery reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Although no longer in vogue, it also supports the five outcomes of Every Child Matters in which every child should have the right to:

- Be healthy
- Be safe
- Make a positive contribution
- Enjoy and achieve
- Achieve economic wellbeing

The RSE programme will support the school's values, as defined in our mission statement.

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 pupils with Special Educational Needs (SEN) are given extra support from SEN staff.

Curriculum Content

In Key Stage 1 pupils learn:

- To recognise similarities and differences between themselves and others and treat others with sensitivity
- To identify and share their feelings with each other
- To recognise safe and unsafe situations - including online
- To identify and be able to talk to someone they trust
- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults.

In Key Stage 2 pupils learn:

- To express their opinions about relationships and bullying
- To listen to and support others, including respecting other people's viewpoints and beliefs
- To recognise their own worth and identify positive things about themselves
- To balance the stresses in life in order to promote their own mental health and well-being of others
- About the main stages of the human life cycle, including the physical changes that take place at puberty, why they happen and how to manage them
- That the life processes common to humans and other animals include nutrition, growth and reproduction

A more detailed scheme of work is available on request.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At Reedham Primary School and Nursery the *main* content is delivered in PSHE, Citizenship, Science and RE lessons throughout the year in Key Stage 1 and in the second half of the summer term in Key Stage 2. This ensures a coherent spiral curriculum.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Elements of the RSHE curriculum are taught through assemblies and school events. First aid is taught through a whole school assembly throughout the year to all pupils to ensure the same consistent message is received by every child, so they can keep themselves and their families safe.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited into school because of the 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
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers should keep their own personal evaluations of lessons which can be used by the coordinator to inform future planning.

Reedham Primary School and Nursery believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Teaching and Learning

Reedham Primary School and Nursery believes that it is important to start where the pupils are. Pupils need accurate, credible up-to-date information to develop and extend their knowledge and practice a range of relevant personal and social skills. Pupils need to explore their own and each other's feelings, views, experiences, attitudes and values.

Styles and Strategies

Teaching styles and strategies should vary to match children's different learning styles. Schools need to help children to develop confidence in talking, listening and thinking about sex and relationships. Teachers and staff can use a range of strategies to help them to do this including establishing 'ground rules', introducing 'distancing' techniques, making use of discussion and project learning and encouraging reflection. Circle time can also be used as an effective tool.

Emphasis should be on the ability of the pupils to make informed choices and take responsibility for their actions.

Specific Issues within SRE

The role of parents

The Department for Education (DfE) states that a parent/carer is "...the key person" in the "...child's learning about sex and relationships." (Guidance for parents – DfE) The school's SRE programme aims to complement this role. Therefore, parents need to be taken into consideration when planning a programme of sex education, as some issues may need to be dealt with either partly or wholly at home. They will need to be given the opportunity to view the core resource material being used and discuss any issues that may arise with the teaching staff involved in the delivery of the programme.

Withdrawal (Right to be excluded)

Parents have the right to withdraw their children from any or all parts of the school's SRE programme, other than those elements which are included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Coordinator who may confer with the Headteacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher (or appropriate person – SEN, Head teacher) throughout the process.

Child Protection

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

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.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil 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 Child Protection Coordinator if they are concerned.

Sexual Identity and Sexual Orientation

Reedham Primary School and Nursery believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying related to sexuality and gender identity (or any type of bullying) is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

All staff members and governors receive a copy of the RSE policy. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.