



# Grove Road Community Primary School

## Relationships and Sex Education (RSE) Policy

<b>Date of Policy Creation:</b>	Sept 2020	<b>Review Date:</b>	Sept 2021	<b>Responsibility:</b>	FGB
<b>Head teacher</b>	Mr Christopher Parkhouse	<b>Signed:</b>		<b>Date:</b>	
<b>Chair of Governors</b>	Margaret Beagle	<b>Signed:</b>		<b>Date:</b>	

### Policy Review

<b>Date:</b>	<b>Notes:</b>

## Aims and Objectives

The Relationships and Sex Education programme at Grove Road CP School incorporates the statutory guidance of both the Keeping Children Safe in Education (2020) and the Equality Act 2010, underpinned by the North Yorkshire County Council guidance.

The focus in Grove Road CP School 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.

At Grove Road CP School the Governors and Staff strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, and the development of good relationships is a natural part of every day school life. We wish to help our pupils develop an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

At Grove Road CP School:

- RSE an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across both Key Stages
- RSE is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate, not be the sole providers)
- We work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

- We deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Ensure lessons are based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- We start with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.
- Developing from this, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy including establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on
- We give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, and nurtures respect for different views
- We ensure that we fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- We meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- We seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- We ensure that pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. There is a balance between teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

## **Delivery of RSE and the Curriculum**

RSE is part of the planned PSHE programme delivered by the class teachers. This is delivered in line with the National Curriculum for Science, the national framework for PSHE, and guidance from North Yorkshire.

**LONGTERM PSHE / RSE OVERVIEW  
YEAR A**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1 /2</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 3/4</b>	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<b>Year 5/6</b>	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

**YEAR B**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1/2</b>	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
<b>Year 3/4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
<b>Year 5/6</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## **Assessing, monitoring, evaluating and reviewing RSE**

- We have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.
- Our RSE curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching and learning is assessed and used to identify where pupils need extra support or intervention.
- RSE is assessed, monitored, evaluated and reviewed within the schools framework for teaching and learning; following the school's Feedback Strategy.
- The school's PSHE co-ordinator will be responsible for monitoring the provision of SRE in school and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## **Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for relationships and sex education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

To ensure consistency and continuity throughout the school, RSE education will be monitored by the PSHE Subject Leader as well as the class teachers. There will be opportunities for discussion with the staff who are delivering the curriculum,

learning walks, samples of pupil's work, evaluations from external agencies and the pupils themselves, who will be given the opportunity to share their feelings and opinions in class, through questionnaires and school parliament meetings.

## **Safeguarding and Confidentiality**

At the heart RSE and PSHE there is a focus on keeping children safe, and these lessons play an important role in preventative education. All staff in school have received training on Keeping Children Safe in Education (KCSIE) which states that schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Therefore, children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

At the outset of every RSE lesson, teachers will develop ground rules which will include information around confidentiality.

It is the responsibility of our school to support our pupils with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty all staff must have regard to guidance around safeguarding detailed in the School Safeguarding policy. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Safeguarding policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.



## **Roles and Responsibilities**

### **The PSHE lead teacher**

The school has a lead teacher for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform RSE provision
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two year cycle or sooner if necessary.

## **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Liaise with the PSHE Teachers
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

## **The Governing Body**

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials, which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

## **Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

## **The Parental Right to withdraw their child from RSE lessons**

Parents have the right to withdraw their children from sex education

Parents cannot withdraw from Relationships and Health education (which includes puberty learning outcomes) from September 2020.

Parents wanting to exercise this right are invited to see the Headteacher or PSHE teacher who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

## **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. Occasionally, appropriate and suitably-experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in our school. Our school has a code of practice for using visitors to support the delivery of PSHE:

- 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 into PSHE lessons is 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.

## **Support Services**

For further advice or information with regard to the topics covered and the teaching of RSE, or pupils' safety and wellbeing, links are available on the school website.

This policy is linked to:

- Safeguarding
- PSHE
- Teaching & Learning
- Equalities
- Anti-bullying