

Gusford Primary School

The *Active Learning* Trust

“Together we believe, learn and achieve”

Relationships and Sex Education Policy

Person Responsible: C Hopkins - Assistant Headteacher
Policy Review: October 2021 Next Review: Autumn 2022

DATE POLICY WAS FIRST ADOPTED BY THE LOCAL GOVERNING BODY: 5th October 2020

What is RSE and why is it important?

RSE (Relationships and Sex Education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is about understanding the importance of loving and caring relationships. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. As of 2019, it became statutory for all primary and secondary schools in the UK to teach high-quality, age-appropriate Sex and Relationships education. (*Sex and Relationships Guidance, 2019*. This is statutory guidance from the Department for Education (DfE) issued under section 80A of the *Education Act 2002* and section 403 of the *Education Act 1996*.)

Purpose

This policy provides information about the RSE learning opportunities offered to pupils at Gusford Primary School. It is intended that the policy will:

- outline the aims for RSE teaching and learning at Gusford
- ensure that each pupil's entitlement to RSE learning is met
- provide a clear outline of the RSE curriculum across the school

Aims

At Gusford Primary School, we aim to equip our children with the knowledge, understanding, attitudes and practical skills needed to become confident young adults and good citizens of the future. This includes an awareness of how to build and maintain healthy relationships and how to keep oneself and others safe.

The aims of our RSE curriculum 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
- Help children to develop and use communication and assertiveness skills to cope with the influences of their peers and media
- Ensure children know and understand the process for sharing a concern with a trusted adult and have the confidence and skills to do so

The above aims are supported by our school values of honesty, responsibility and kindness - about and towards ourselves, each other and the community we are living in now and in the future. RSE and PSHE teaching at Gusford support our school ethos of equality and acceptance of every child and adult; they help our learners to understand and celebrate diversity in our own communities and the wider world.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to best meet the needs of the pupils in each class and Year group.

We have developed the curriculum in line with statutory guidance (*Sex and Relationships Guidance, DfE 2019*) and in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, seeking advice from colleagues if required, so that children feel informed and do not seek answers online. Sex Education, taught discretely in Years Five and Six, will focus on the following areas:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum outline in Appendix 1.

Teaching of RSE

At Gusford, 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 Information & Communication Technology (ICT) and Religious Education (RE). Pupils also receive discrete sex education sessions in Years Five and Six.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Recognising and celebrating equality and diversity within relationships and families

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 around them (for example: looked after children or young carers).

Relationships and Sex education is taught by class teachers, teaching assistants and, where appropriate, outside visitors such as the school nurse. A range of teaching methods are used to engage and support all pupils, including video, case studies, drama, and role-play, with discussion at the forefront of all learning. Teachers will listen and respond to children's questions with honesty and sensitivity, RSE is usually delivered within each child's own class. However, there may be occasions when single gender groups are more appropriate and relevant.

In addition to the learning outlined in Appendix 1, all primary and secondary schools are required to teach the Science National Curriculum, which includes learning about parts of the body, growth, reproduction, life cycles and ageing. In Upper Key Stage 2, it is a statutory requirement that children are taught about changes to the human body as it ages, including puberty and reproduction, along with evolution and inheritance. These compulsory aspects of the National Curriculum are taught in an age-appropriate way, alongside the Sex and Relationships Curriculum (see separate *Science Policy*). Parents do not have a right to withdraw their child from the science curriculum.

Equal Opportunities

Every child is entitled to receive high-quality RSE teaching, regardless of their ethnicity, gender, age, sexual orientation, disability, religion, culture, language, special needs, economic status or family circumstances. It

is our intention at Gusford that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Teaching and resources will be differentiated as appropriate to address the needs of each child in order for them to access the content of the RSE curriculum fully (see also *Equal Opportunities Policy*).

Assessment

Assessment of RSE at Gusford will take the following forms:

Formative assessment

- On-going informal assessment of children's learning (in RSE this will often be verbally evidenced in discussions or drama-based activities) against success criteria
- Teacher questioning of learners to demonstrate knowledge, and level of understanding

Summative assessment

- Assessments made by the class teacher and recorded as part of PSHE or Science assessment

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy and 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-science components of RSE.

Staff

Staff are responsible for:

1. delivering RSE in a sensitive manner
2. Modelling positive attitudes to RSE
3. Monitoring progress
4. Responding to the needs of individual pupils

Pupils

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

Parents right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring and review

The RSE lead and PSHE lead are responsible for monitoring the RSE curriculum, supporting colleagues and ensuring pupil and parents voices are heard through pupil perception surveys, along with book looks and observations of the learning environment. Peer observations will be used to raise standards where necessary. Strengths and areas for development in the subject are discussed with the head teacher and colleagues and feedback is given to the governor responsible for RSE.

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

The RSE policy is reviewed annually by the RSE lead and headteacher. At every review, the policy will be approved by the headteacher and governing board.

Links to other school policies

Gusford's RSE Policy is linked with the PSHE, Science and Equal Opportunities Policies. These can be found on the school website and paper copies obtained from the school office on request.

DATE: 5th October 2020

*NB Policy written February 2020 but due to lockdown not approved by governors until Autumn term 2020.
Reviewed by Headteacher and presented to governors **22nd November 2021** (no changes made)

Next review - Autumn 2022