

Easington C of E – School Specific RSE Policy

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| Date: | September 2020 |
| Review Date: | September 2023 |
| Review Period: | Every 3 years (by Local Governing Body) |

Relationships and Sex Policy

Our school aims to be a loving, inclusive school where our core Christian values of Friendship, Compassion, Thankfulness and Respect are recognised and developed.

As a Christian school community, we believe the ethos of our school should be built on a foundation of core Christian values and that these values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

Aims of RSE at Easington C of E Primary Academy:

The aims of relationships and sex education (RSE) at Easington C of E Primary Academy are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- 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

Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum. Easington C of E Primary Academy has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSE.

In teaching RSE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Easington C of E Primary Academy, we teach RSE as set out in this policy.

Safeguarding and responsibility

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules. All staff are aware that sometimes in PSHCE lessons sensitive issues can arise. All staff receive safeguarding training.

Policy development

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

1. Review - an RSE working group collated all relevant information including relevant national and local guidance. The working group used published information from DFE and PSHE Association..
 2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
 3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
 4. Pupil consultation - we investigated what exactly pupils want from their RSE lessons.
- Ratification - once amendments were made, the policy was shared with governors and published on the web site.

Definition:

At Easington C of E Primary Academy we define RSE as follows:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum Design

Our Curriculum Design is set out but we may need to adapt it as and when necessary. Please look at the full SOW for more detail regarding RSE coverage within each year group.

We have developed the curriculum 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 so pupils are fully informed and don't seek answers online. We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school.

At Easington C of E Primary Academy, primary sex education will focus on:

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

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).

Pupils also receive stand-alone sex education sessions delivered by school staff/the school nursing team. When these lessons are delivered there are 2 members of staff present.

- 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

Sex education focuses on teaching fundamental building blocks about children's bodies and how they change including:

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty - Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe.

Inclusion

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Anti-Bullying Policy

Behaviour Policy

Confidentiality Policy

Equality and objectives Policy

Health and Safety Policy

Computing Policy and

E Safety Policy

RE Policy

Safeguarding/Child Protection Policy

SMSC Policy

Special Educational Needs Policy

Relationship Education, RSE and Health education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The school will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects. Needs will be assessed on an individual basis and consultation with parents.

For more information about our RSE curriculum, see the PSHCE Medium term plans. The RSE 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. The RSE SOW promotes that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The local governing body

The local governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

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 non-statutory/non-science components of RSE (see section 8 of this policy)

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 RSE

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 head teacher.

Staff will lead the delivery of RSE for the year group that they teach.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules exclusive to RSE/PSHCE lessons

is devised by each class and agreed by pupils at the start of each academic year, prior to RSE delivery.

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-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as planned on the school's continuing professional development calendar. The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE will be monitored by the SLT, RSE Lead and the head teacher.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the RSE lead in consultation with staff, pupils, parents and the local governing body. The policy will be approved by the local governing body.