



RSE Policy

Updated By: A Lees	Approved By: C Johnson	Date: Dec 2021
Review Interval: Annual	Next Review Date: Dec 2022	Version: 1.2

1. Aims

This policy reflects the guidance provided by the DfE through the Relationships and Sex Education (RSE) and Health Education documents. All school staff, parents and carers have been made aware of this policy, which is available to view via the school website.

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing. Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school.

The aims of relationships and sex education (RSE) at our school 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

2. Definition of RSE

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.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made. It is not about the promotion of sexual activity or the promotion of any sexuality.

3. Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE. Our RSE programme aims to equip our pupils with skills to prepare them for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand the characteristics of a healthy relationship
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness
- Understand the concept of personal privacy/consent
- Recognise positive and negative relationships both online and offline
- Recognise that families take on many forms and to be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help
- Know how to report and recognise emotional, physical and sexual abuse
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships
- Know the changes that occur to their bodies and emotions because of growth from childhood to adulthood, learning about the life cycle
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

4. Morals, Values and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. The Shrubbery is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child. The RSE curriculum will reflect the values of our school/PSHE programme and will be taught within the context of relationships

- The RSE programme reflects our school ethos, and encourages children to explore faith and cultural perspectives in a respectful way
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence
- Promoting acceptance of and celebrating difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

5. Delivery of Relationships and Sex Education

RSE is delivered within discrete PSHE lessons. Many aspects of Relationships Education are taught throughout the year, whilst specific age-related Sex Education is delivered at pre-planned points during the year so that parents can be informed and involved in supporting their child, responding in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Lessons are differentiated to ensure that they are accessible to all. Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include circle time, active teaching and learning, role play/scenarios and small groups and whole class discussions.

The school also uses Jigsaw to support the delivery of RSE.

External agencies can be invited to support or enhance the delivery of RSE. These include the voluntary sector, theatre and the police. External agencies and visitors must make themselves familiar with and understand the school's policies in RSE, confidentiality, Child Protection and safeguarding and work within these policies.

6. Parental involvement

Our school is committed to working with parents and carers who are the child's first educator. We believe that it is important to have the support of parents and the wider community for the PSHE and RSE programme. We encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school
- Ensure schoolwork is in line with the Equality Act (2010) and the RSE Statutory Guidance
- Encourage the spiritual, moral, social and cultural development of the children
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities

7. Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal in writing to the Head Teacher. Parents/ carers will then be invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Please note that withdrawal from sex education in RSE does not withdraw your child from these elements in the statutory National Curriculum for Science.

8. Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through termly walks.

9. Pupil Involvement

We involve pupils in the development of the RSE curriculum, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

10. Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional.

RSE discussions or lesson content may prompt a pupil to disclose about related incidents, for example, FGM, forced marriage, child exploitation or abuse. If this occurs or a member of staff believes that the child is at risk of harm - or has concerns about any information disclosed - the staff member must discuss this with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding Policy.

The child concerned will be informed that confidentiality is not able to be maintained and the rationale for this. The child will be supported by staff throughout the process.

11. Links with other policies

- PSHE Policy
- Safeguarding Policy
- Behaviour Policy
- Equality Policy
- Anti-bullying Policy
- Health and Safety Policy