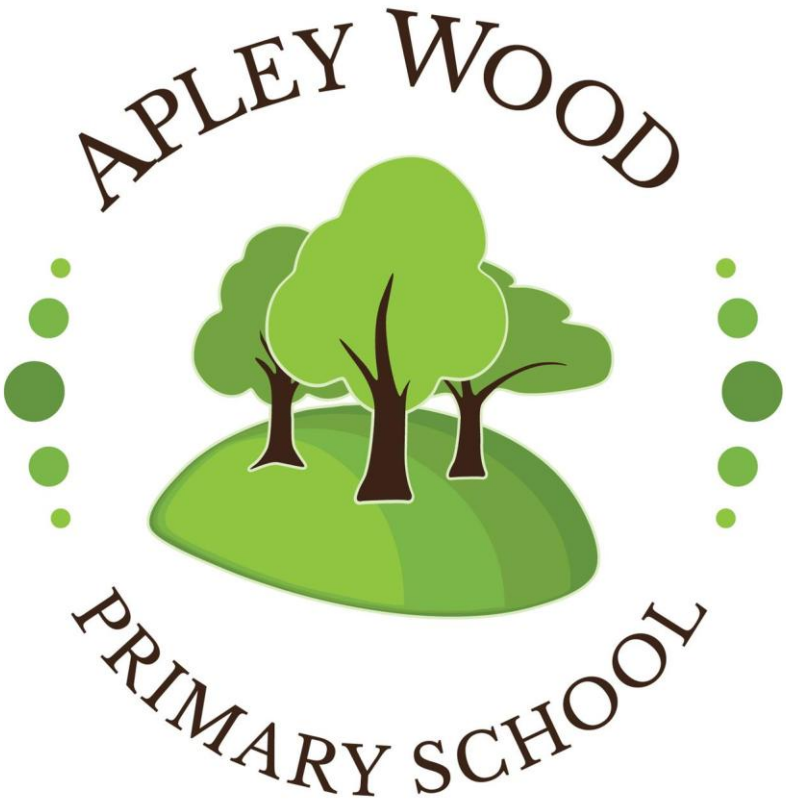


RSE Policy

Reviewed : March 2025
Next review date: March 2027

Introduction
This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school. We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.
We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.
RSE in our school is part of the personal, social and health education curriculum which includes our character education lessons. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

Definition
Ofsted 2002 recommendations have informed our policy and practice, in particular 'a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'
In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.
Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

Role of Head teacher
It is the responsibility of the head to ensure that:
- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

Relationship to Other Policies:
This policy has links to school policies on
- Child Protection
- Health and Safety

- Character Education
- School Visits
- Anti-bullying Policy
- Equal Opportunities Policy
- Child Abuse Policy
- On line safety Policy

Intent:
This policy has been developed in recognition of the need to support RSE in both the formal and informal education process and provide support for staff to achieve quality standards across providers within the authority.

- Clarify the legal requirement and responsibilities of the school.
- Clarify the schools approach to sex and relationships education (RSE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSE education programme.
- Provide a basis for evaluating the effectiveness of the school RSE programme
- Reinforce the role of the schools in contributing to local and national strategies.

This policy should be viewed and implemented alongside of the following principles and values around the delivery of RSE.

Equality- working towards inclusion for all young people, targeting marginalised groups who are experiencing oppression, disaffection and isolation
Empowerment-encouraging y/p to engage in experiences which support them in developing their personal and social awareness, and which allows them to express their ideas, creativity and independence.
Educational- providing all y/p with learning opportunities to develop their skills, confidence and attitudes which will inspire their hopes and aspirations for the future.

Aims
The overall aims of the RSE programme are*:*
To provide accurate information about, and understanding of, RSE issues.
RSE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.
The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies

- To be prepared for puberty and adulthood

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Inclusion
Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

The needs of boys as well as girls
Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity
Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds
We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality
On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying.

Special educational needs
We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Sex and Relationship Education
We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication
Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of sex and relationship education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties
Pupils are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Morals and Values Framework
Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

Content
The programme we follow is based on national guidelines provided by the Dfes and will be sensitive to the age and experience of our pupils. It will be delivered through the Relationships, Sex and Health Education programme in addition to Character Education, Computing and Science. A scheme of work demonstrating progression of Relationships, Sex and Health Education across the key stages is included within the Appendix – this is taken from the Respect Yourself scheme of work.

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, Respect Yourself, the Sex Education Forum, Pubic Health England, CEOP and the Expect Respect programme. There are age appropriate lessons and resources for each year group and key stage (see Appendix). The RSE element of the curriculum is taught within the context of health and wellbeing and our emotional and mental health curriculum.

The emphasis is upon teaching children to understand and respect themselves, others and their bodies, as part of healthy lifestyle approach.
Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

The programme complements the science curriculum:
In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy

and safe. For this aspect we follow the guidance material in the national scheme of work for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. The programme complements the Health Education statutory requirements and delivers the key stage outcomes as defined by the DfE (Appendix).

Delivery

A whole school approach

A whole school approach will be adapted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The senior leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated RSE co-ordinator will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's RSE provision. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate and ongoing CPD.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSE programme and supported in their pastoral role through ongoing CPD.

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside Agencies

Outside agencies may at times be used to compliment the RSE programme following the LA guidelines for 'Working with Visitors in Schools'.

Questions

Pupils' questions will be responded to by staff (teaching and non teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child. The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and pupil's research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rule. If a teacher is

concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

Where a pupil who is withdrawn from RSE asks a question relating to sex education content teachers will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents, unless there are any safeguarding concerns or issues, in which case safeguarding polices will be followed. Should an issue arise as part of whole class discussion, where a child has been withdrawn, teachers will endeavor to respond with particular care.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus
- by placing sex education on the agenda at the relevant governors' meeting
- by discussing and agreeing a consistent approach for pupils to be used at home and school
- by including sex, relationships and health education in the Home/School Partnership Agreement
- by inviting parents to a meeting where resources are available, and their use explained.
- School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

Right to withdraw

Parents/carers have the right to withdraw their child(ren) from parts of the RSE curriculum. Parents will be informed annually of the contents of the RSE lessons and which ones, if any, they can withdraw their child(ren) from. Parents cannot withdraw their children from the statutory relationships, science or health education curriculum, which includes the changing adolescent body. They have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

Methodology and Resources

Teaching will be based on an understanding that a variety of interactive and participatory teaching methods will be used to ensure all pupils are fully involved. Resources used for teaching sex and relationships education can be viewed on request.

Monitoring, evaluation and assessment

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Parents

We will share responsibility for the education of pupils, with parents, who will be kept informed and involved through newsletters, awareness raising evenings and individual discussions when appropriate.

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. However we would encourage parents to discuss this fully with the Headteacher or Deputy Headteacher if

concerned. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

Appendix

Respect Yourself – Progression Document

Year 1	To recognise and understand how we have changed from a baby Identify and recognise their skills and abilities Understand the difference between boys' and girls' bodies, naming the external body parts Recognise and respect differences Compare and contrast themselves with others
Year 2	To increase awareness and understanding of changes Identify and recognise their skills and abilities Understand the difference between boys' and girls' bodies, naming the external body parts Recognise and respect differences Compare and contrast themselves with others
Year 3	To prepare for and understand changes that occur as part of puberty. To recognise physical and emotional changes.
Year 4	To know that during puberty a body changes form a child to an adult and that this is part of the life cycle. To develop the skill of recognising and understanding emotional changes as well as physical changes. To become confident in awareness of life cycle change and know that conception and birth are features. To begin to understand that each person will experience puberty differently and why the body changes in puberty. To understand basic facts about pregnancy.
Year 5	To know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them. To know and understand life processes common to all humans , including reproduction. To know and understand about personal hygiene and safety.
Year 6	To recognise the need to ask for support if needed. To know that puberty can be a positive and exciting time. To know that body changes are a preparation for sexual maturity and understand the process of reproduction To know how changes at puberty effect body hygiene.