



# **St Aidan's C of E Primary School RSE Policy**

## **1 Aims and objectives**

**1.1.** All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. The aims of relationships and sex education (RSE) at St Aidan's is to:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 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
- Support character development to prepare young people for the future

## **2. Statutory Requirements**

**2.1.** The following specific DfE guidance informs this policy:

*"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."* **DfE Guidance p.8**

*"All schools must have in place a written policy for Relationships Education and RSE."* **DfE Guidance p.11**

## **3. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases. RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSE is not about the promotion of sexual activity.

## **4. Assessment and Monitoring**

**4.1.** The delivery of RSE is monitored by the subject leader systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice & pupil conferences

## **5. RSE Curriculum**

**5.1.** From September 2020, the DfE stated that all schools must deliver relationship education in primary schools. The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum.

**5.2.** DfE statutory guidance on Relationships Education that children should know the following by the time they leave primary school: Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

5.3. Teachers will critically reflect on their work in delivering RSE through. Pupils will have opportunities to review and reflect on their learning during lessons and also through pupil questionnaires. Pupil voice will be influential in adapting and amending planned learning activities.

## **6. Health and Sex Education**

6.1. Whilst the Growing and Changing unit of health education covers the statutory requirements, some of the outcomes are taught and developed elsewhere in the PRSHE curriculum and during the school day e.g. emotional and mental health is nurtured every day. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in PSHE Association this is taught as part of the 'Growing and changing' strand within the Health and Wellbeing unit.

6.2. The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is not compulsory in primary schools.' Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. DfE Guidance p.23

6.3. At St Aidan's, we believe children should understand the facts about human reproduction before they leave primary school so we teach this, following the PSHE Association guidance, as part of the unit Growing and Changing. We recognise and respect that all parents have the right to request their child be excused from Sex Education: 'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education'. DfE Guidance p.17

6.4. At St Aidan's, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Association unit 'Growing and Changing'. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PRSHE lessons that explicitly teach this i.e. in Year 6, Lesson 4: How a baby is made incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships.

6.5. At St Aidan's, we feel it is important to engage parents in the RSE curriculum. It is a statutory requirement to consult parents about Relationships education and we involve parents in our RSE Parent surveys. Parents are encouraged to contact the PRSHE lead and Headteacher to discuss any aspects of the content of the curriculum.

6.6. In Years 4, 5 and Year 6 we give pupils the opportunity to ask questions around the topic of body changes/puberty through a longer PRSHE lesson/afternoon. This often follows the puberty/conception lesson in the 'Growing and Changing' unit and allows pupils to drop anonymous questions into a box that are answered by the teachers. We believe that boys and girls should both be informed about sanitary products and these are shown and explained to both boys and girls in Year 5. We give the girls the opportunity to ask questions in a safe environment after the lesson, if they have further questions.

## **7. Parents' right to withdraw**

7.1 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/nonscience components of sex education within RSE.

## **8. Relationships Education (RSE) for SEN children**

8.1. RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

## **9. Equal Opportunities**

9.1 All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

9.2. Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same sex partners), special needs, ability or disability.

## **10. Monitoring and Review**

10.1. The governing body monitors this policy on an annual basis through the Curriculum Committee. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSE programme.

## **11. Roles and Responsibilities**

The **Governing Board** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self- evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights regarding child withdrawal from lessons.
- Making sure the subjects are resources, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring that the religious ethos of the school is maintained and developed through the subjects.

The **Headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal from parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing the policy on an annual basis.

The **relationships, sex and health education subject leader** (PRSHE Leader) is responsible for:

- Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitoring and evaluating the effectiveness of the subject through teaching observations, book scrutinies, learning walks and subject moderation and providing reports to the Headteacher/ Governing Board.

The **teachers** are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Teaching in line with the Church of England foundation of the school
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment of requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs and pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Written by A. Baron

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