



## **Heathfield Schools' Partnership** **RSE Policy**

### **RSE Definition**

RSE (Relationships and Sex Education) is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

### **Aims**

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

- To continue to promote our whole school ethos and values.
- To provide a supportive framework in which discussions can take place
- To help pupils develop feelings of self-respect, confidence and empathy
- To prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- To create a positive culture which recognises and values all families and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

### **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Across the Heathfield Federation we teach RSE as set out in this policy.

### **Policy and curriculum development**

This policy is a working document that is being developed in consultation with staff, pupils and parents. We have developed the curriculum, taking into account the age, stage of development and needs of pupils. We have a whole school approach to RSE that is taught discretely through our Kapow programme and reinforced through the ethos of the school and the wider curriculum (e.g. text choices and assemblies). We may need to adapt the curriculum as and when necessary. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map on our Heathfield Partnership website.

## **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). There will be coverage of RSE in other areas of the curriculum where appropriate. Where RSE is taught within the curriculum, it will be delivered to the whole class by the class teacher.

Pupils in the upper school also receive stand-alone health education sessions delivered by a trained health professional.

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

For more information about our RSE curriculum, see our Heathfield Partnership website.

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

## **Roles and responsibilities**

**The governing body** will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing body has delegated the approval of this policy to [Anne Majumdar].

**The headteacher** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

**Class teachers** are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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 headteacher.

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

Parents may contact Paul Clayton, Helen Child or David Colenso with any queries about the policy or curriculum 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 components of sex education within RSE but not from the statutory elements within the Science curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or RSE subject leaders will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored through:

Members of the Senior Strategy Team, Year Group leaders and RSE subject leaders undertake a range of monitoring activities across a year that include:

- Learning walks
- Discussions with children

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

**Completed: July 2020**

**Agreed by Full Governing Body: 15.07.20**

**Review date: 15.07.21**