



Relationships and Sex Education Policy (RSE)

DOCUMENT MANAGEMENT

Title: Relationships and Sex Education

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The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools.

Rationale

This policy outlines the purpose, nature and management of relationships and sex education taught in our school.

The PSHE Leader and governors at Tavistock Primary School have overseen the production and development of a RSE policy which will be made available to parents/carers on our school website.

RSE in the primary school builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about their health and well-being both now and in later life.

The policy will be reviewed regularly. This review will be led by the PSHE Lead and will be informed by staff and pupil evaluation of the programme; any relevant local/national issues; relevant changes in the law/good practice guidance; the results of parent questionnaires; new resources becoming available; and pupil needs.

What is Relationships and Sex Education?

Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Aspects are taught in science, computing, online safety and PE as well as within personal, social and health education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, relationships, and for Year 6 - human conception and birth. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aim:

To equip children with the knowledge, skills and attitudes to enable them to manage the responsibilities associated with adult life and to form and maintain positive and fulfilling relationships.

Objectives:

- To develop an awareness of the importance of positive healthy relationships and enable children to practise skills that will help them to build and maintain them.
- To provide factual information on human reproduction and birth.
- To encourage respect for difference and diversity.
- To prepare young people for the physical and emotional changes associated with puberty.
- To provide a positive and open view of sex and sexuality and support sexual self-acceptance.

- To ensure that all young people know who can support them and how to access this support
- To work in partnership with, and support the role of, parents.
- To model positive relationships throughout the school.
- To actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages.
- To give opportunities for children to develop and practise decision-making skills with regard to the range of possible consequences.
- To promote, and encourage children to make healthy lifestyle choices.
- To use agreed terminology to discuss private body parts throughout the school

Roles and Responsibilities

The PSHE Lead has the following responsibilities:

- To lead the review of the RSE policy.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the RSE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE

The Governors have the following responsibilities:

- To ensure that an up-to-date RSE policy is in place and is made available to parents and for inspection.
- To ensure that the RSE policy and curriculum are in line with the DfE RSE Statutory Guidance.
- To ensure that the policy and programme reflect a whole school approach.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against agreed learning outcomes.
- Communicating the year group content with parents through curriculum overviews

Working with Parents/Carers:

- We recognise that parents/carers are key partners in our delivery of a comprehensive RSE programme for children at the school. The RSE we deliver is designed to support the important role of parents in this area.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Headteacher.
- Legally, parents have the right to withdraw their children from sex education that takes place outside of the statutory national curriculum (Year 6 content about conception and birth). Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this

further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different theme.

Values Framework

Through the RSE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, we aim to promote and foster the school's inclusive values. These are as follows:

- Everyone has a right to express their views and be listened to.
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- All members of the school community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty, respect are important attributes needed in close relationships

Equal Opportunities

Tavistock Primary School requires respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstances. Within our provision of RSE we will ensure that resources used and teaching styles employed reflect and support the diversity of our children and wider society. All members of the school community will feel safe, valued and respected.

Throughout the school there will be consistent challenging of any discriminatory attitude, behaviour and language.

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

Content and Delivery

RSE will be delivered to all children throughout the school at an appropriate level through the following themes:

- Families and people who care for me
- Caring Friendships
- Respectful relationships

- Online relationships
- Being safe
- Mental Wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

Content and delivery will be matched to the age, maturity, understanding and needs of the children in each year group. We will use various methods at the beginning of each year to assess children's current knowledge, understanding and skills in order to ensure that the content of the programme is relevant.

In order to promote common understanding amongst the children we make use of the correct terminology to discuss body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused is vital for safeguarding. The words we will use include: penis, vagina, anus, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSE. All children should learn that privates are private, their body belongs to them, no means no and to talk about secrets that worry them (using NSPCC resources across the school). This is a key element in our school's approach to safeguarding.

Much of the RSE programme will be delivered in each year group through a weekly PSHE session. It will also be delivered through other curriculum subjects: Science, Computing, Online Safety and PE. There will also be opportunities for more informal RSE through assemblies, story-telling, pretend play. Children will be encouraged to recognise and apply the knowledge and skills they learn in PSHE to other contexts both within, and outside of, the school setting.

We recognise that RSE sessions require the use of a range of teaching and learning strategies in order that children have the opportunity to develop skills, explore attitudes and values and acquire knowledge. The range of teaching and learning strategies employed in the delivery of RSE at Tavistock Primary and Nursery School include watching videos, discussion, scenarios, quizzes, drama, drawing and debates. Individual teachers will ensure that all children are able to access the activities to be employed and appropriately differentiated activities will be provided for children who need these.

RSE will be delivered by class teachers and higher level teaching assistants. We ensure that all children receive information on the emotional and physical changes of the onset of puberty in both genders. This information will be taught in class groups. In Year 5 and 6 whilst most sessions will be delivered to class groups, some of the sessions on puberty may be delivered to single sex groups so that the children have the opportunity to ask questions that they might feel less comfortable asking

in a mixed sex group. There may be occasions where groups of children, particularly those with additional learning needs, are taught RSE in smaller groups or individually in order to maximise their learning. They may also have additional support from a teaching assistant.

Resources

Resources are chosen by the PSHE Lead who ensures that they reflect the needs of children within the school. The PSHE Lead consults national and local guidance on appropriate RSE resources and then judges their suitability for use with our children.

We will remain flexible in our choice of resources and teachers will adapt resources to fully address the needs of all children within their class.

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around relationships and sex in line with the following guidance:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child/children.
- If the answer to a question isn't known the class teacher will research and respond later
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In some sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age appropriate, factual manner.

Staff Training

Staff training is co-ordinated by the PSHE Lead. Training requirements will be identified through the review process or through a teacher expressing individual needs. Appropriate training will then be sought to fulfil the needs of the staff member. Anybody who attends training will be required to provide an outline of any relevant information to other staff members.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Tavistock Primary and Nursery know they have a duty to safeguard the wellbeing of all children. We recognise that the open discussion associated with RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Designated Safeguarding Lead and follow the school's child protection procedures. The Designated Safeguarding Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policy which is available on the school website.

Information for Staff, Families and Children

It is hoped that children will feel able to approach parents/carers or staff members with any concerns or worries that they may have regarding relationships and sex education. School staff will always encourage children to discuss issues with parents/carers. However, we recognise that some children may feel more comfortable accessing other agencies/sources of information and we display telephone numbers and web addresses of appropriate sources of confidential support around the school and on our website. Through the comprehensive curriculum, children are provided with the knowledge and are able to practise skills to enable them to seek appropriate help and support.

Parents/Carers are always welcome to discuss the content of our curriculum and Year 6 parents are invited to an annual meeting to view and discuss the materials we use for human conception and birth. Parents/Carers have the right to withdraw their Year 6 child from these non-statutory elements of the curriculum and alternative work will be provided.

Links to other relevant policies/curriculum plans

The RSE policy links to the following school policies:

- Safeguarding/Child Protection
- Science
- Computing and Online Safety
- Personal, Social and Health Education (PSHE)
- PE
- Equality

- Special Educational Needs

- Appendices:

- 1 Outline of Curriculum Content
- 2 Template letter for withdrawal of Y6 child