



POLICY DOCUMENT

RELATIONSHIP AND SEX EDUCATION POLICY

Date Revised: December 2019

Date for Review: December 2020

Signed: _____

A handwritten signature in black ink, consisting of a series of connected loops and a trailing line, is written over the signature line.

To be read in conjunction with our Anti-bullying Policy.

1. Definition of RSE

Sex and Relationship Education (RSE) has been renamed as RSE: Relationship and Sex Education (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

- Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
- Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
- Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

2. Aims

First and foremost, Cotherstone Primary School believes that RSE needs to be a highly personalised area of the curriculum. There will be a baseline of provision for all children that is outlined below. However, children's own varied and sometimes highly complex experiences of relationships, the varied way in which their bodies change and grow, and their own questions about boys, girls and sex can mean that a completely bespoke programme needs to be designed. This will always be done in full collaboration with parents and carers. We encourage parents and carers to communicate their child's questions and thoughts in relation to RSE with us so that we can best support their developing understanding in school.

The aims of sex and relationship 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
- prevent sexist, sexual, homophobic and transphobic language and bullying
- challenge gender stereotypes and inequality and promote equality and respect in relationships

Our RSE at Cotherstone Primary School will:

- generate an atmosphere where children can be comfortable about asking questions about sexuality, sexual relations and reproduction;
- provide an acceptable vocabulary for all parts of the male and female bodies and their functions;
- counteract myth and folklore;
- explain the nature of human reproduction using age appropriate language;
- stress the value of family life (widely defined) and the importance of proper care and nurture; enable children to understand the danger from strangers and help them to develop strategies to resist such situations;
- help children to understand that they have rights and control over who touches their bodies;
- help children understand and communicate about forthcoming pubertal changes;
- provide explanations and reassurances about these physical and emotional changes and help children to adjust to them;
- raise awareness of the value of equal opportunities;
- challenge and prevent discrimination based on sexual orientation and gender
- answer awkward questions honestly and frankly, whilst reserving the right to refer age inappropriate questions to parents or guardians;
- help children to be aware of the importance of personal hygiene;
- provide a variety of resources appropriate to the age and ability of the child.

In keeping with our vision, our teaching ensures that pupils consider the moral aspects of sex education and encourage pupils to develop loving and caring relationships. We strive to meet the needs of all children across the spectrum of abilities, regardless of age, gender, ethnic or social background and taking account of their individual talents and special educational needs. We will provide, in a safe and welcoming setting Relationship and Sex Education that is challenging, interesting, informative and relevant. We believe that our teaching should promote our pupils' spiritual, moral, social, physical and cultural development and also prepare all pupils for the opportunities, responsibilities and experiences of life.

Moral and Values Framework.

RSE is about relating to other people, respecting the rights and feelings of others, developing loving, caring relationships as friends, parents, members of a family and sexual partners. It also involves learning to say 'no' to unwanted sexual advances and how to protect oneself from abuse and exploitation. Our programme of sex education respects religious, moral and cultural viewpoints. We will be neutral to sexual orientation and adopt a non-tolerance policy towards homophobic, biphobic or transphobic bullying. We recognise that we are all different but equal.

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

3. Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Cotherstone Primary School we teach RSE as set out in this policy.

4. Definition

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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and loving relationships.

6. Roles and responsibilities

The governing body will hold the headteacher to account for the implementation of this policy.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory/non-science components of RSE

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.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

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

Equality training is scheduled for delivery for staff and governors in school in 2020.

9. Monitoring arrangements

The delivery of RSE is monitored by Y5/6 teacher Mr Richard Batchelor through:

- supervision of provision
- planning monitoring with Science coordinator
- delivery of training such as Equality training.

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

This policy will be reviewed by the head teacher annually. At every review, the policy will be approved by the chair of governors and presented at the next full governing body meeting.

The government are issuing new guidance in 2020 and this policy will be reviewed then.

