

Greenfields Community Primary School,
Nursery & Pre-School



RSE Policy
January 2022

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1. Aims

The aims of Relationships and Sex Education (RSE) at Greenfields Community Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality
- Help children identify and understand positive relationships
- Teach children the correct vocabulary to describe themselves and their bodies

At Greenfields, we are committed to ensuring that the basic rights, as explained in the United Nations' Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all children 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.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools.

Other documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education - Statutory safeguarding guidance (2016)

At Greenfields we teach RSE as set out in this policy.

3. Policy development

This policy has been put together by the PSHE/RSE lead after deep discussions with school staff and governors regarding our aspirations and intentions for a new curriculum, which includes the new DfE requirements. We have adapted this policy from a model on The Key for School Leaders, taking into account our community and our school ethos.

4. Definition

To understand how the teaching of Relationships and Sex Education are connected in this policy, and in the curriculum, it is important to understand how it fits across both Primary and Secondary Education.

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information and exploring issues and values.

It is not about the promotion of sexual activity.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

5. Curriculum and Delivery of RSE

At Greenfields we recognise the individual needs of our children and the diversity of our community. Through our education and our ethos, we want our children to adopt a culture where they will accept, respect, be tolerant and celebrate. These themes exist every day in school and not just on specific themed days. They run throughout the school and across every aspect of our school life. In line with government guidance, our curriculum needs to reflect this and focus 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

Our curriculum is set out in our PSHE/RSE I-I-I document but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of children.

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

For more information about how our curriculum is broken down, see our curriculum map in our PSHE I-I-I document Subject Curriculum document.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and delivered predominantly, but not exclusively, using the PSHE Association scheme of work. Whilst the scheme has been developed to meet government requirements, it has the flexibility to be adapted to meet the requirements of our children.

PSHE is taught weekly, with a different focus for each half term.

We recognise that communication is an incredibly important aspect of RSE and some children communicate better with different adults. Because of this, it is an expectation that PSHE is delivered by the class teacher, unless absolutely necessary. In addition to this, where possible, support staff (including Teaching Assistants and Learning Mentors) take part in the lessons.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We aim to 'live' what is learnt and apply it to everyday situations in the school community through:

- Assemblies and collective worship
- Our praise and reward system
- Relationships child to child, adult to child and adult to adult across the school.
- Marking significant country-wide celebrations such as Black History Month, Children's Mental Health Week, LGBT+ History Month and many others.

Additional materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with RSE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our RSE programme covers basic information about menstruation in Year 5, with more detailed input in Year 6. If your child has difficulties managing their periods at the school please contact their class teacher for support.

6. Equality, Inclusion and Support.

As a school and a workplace, we are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life - all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

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).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at Blank Junior School fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met - if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

7. Roles and responsibilities

The governing body

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE
- Delivering the curriculum without promoting their own personal viewpoint

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.

All teachers are responsible for the teaching of RSE and all teaching assistants are responsible for supporting the teaching of RSE.

Children

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

Parents

RSE is a partnership between Greenfields Primary School and parents/carers. We recognise that in RSE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents routinely about the school's RSE policy and practice (prospectus/letters/emails/ website).
- The curriculum content and organisation is shared and explained
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation every two years about any needs in relation to our RSE programme and policy.

Any parents wanting more information about our RSHE curriculum can contact a member of the Senior Leadership Team or the PSHE Leader.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from statutory **relationships education**.

Parents only have the right to withdraw their children from the non-statutory components of sex education within RSE. Our current policy is that the school does not currently teach any of the non-statutory components of sex education other than what is currently in the National Curriculum for science.

However, any concerns will be listened to, and should be put in writing and addressed to the Headteacher.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team (SLT) and the PSHE/RSE coordinator through learning walks, pupil voice and book scrutiny. Children's development in RSE is monitored by class teachers as part of our internal assessment systems.