

IVY LANE SCHOOL



Relationships and Sex education (RSE) policy

Review date	Date agreed	Next review
December 2021	February 2022	

IVY LANE PRIMARY SCHOOL RELATIONSHIP and SEX EDUCATION (RSE) POLICY

At Ivy Lane Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil.

For the purposes of this policy, Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health Education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationships, Sex and Health curriculum for all our pupils. This policy sets out the framework for our Relationships, Sex and Health curriculum, providing clarity on how it is informed, organised and delivered.

Rationale

Relationship and Sex Education (RSE) is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme. The Sex Education Forum defines RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Therefore the aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Requirements by law

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

Aims

1. To encourage the children to develop healthy relationships with their families and people who care for them.
2. To consider the different types of relationships that make up the local community.
3. To help the pupils develop an understanding of themselves, both their bodies and their emotions and therefore a better understanding of others.
4. To enable children to start making informed choices about their lives whilst respecting individual and group needs, both within their own and other cultures.
5. To enable children to acquire the necessary skills to achieve social competence and good personal relationships.
6. To encourage the building of self-esteem and self-respect.
7. To have a healthy understanding of what online relationships look like and the rules and principles for keeping safe online.
8. To ensure all children know what boundaries are appropriate in friendships with their peers and others.

Broad Guidelines

1. Relationships and Sex Education (RSE) will be taught using the Jigsaw scheme of work. The scheme brings together PSHE, emotional literacy, social skills and spiritual development in a weekly lesson programme. The RSE will be taught as a continuation of their learning within the subject and particularly focussed through the unit called 'Changing Me'. Within this unit there is a focus on growing up, relationships and sexual development (see Appendix 1 to outline content). This will happen in the summer term.
2. This will also sit alongside how we teach Online Safety which is taught through the Kapow Scheme of work.
3. The Class teacher or a member of SLT is responsible for the delivery of teaching the RSE programme and as part of the weekly lessons for PSHE.
4. Children may be taught in smaller groups, or single sex groups if this is deemed helpful for the unit. All organisation of how classes will be taught are outlined to parents in a letter specific to their class and year group. This is reviewed each year as necessary.
5. The teacher will evidence their learning through one piece of learning in the back of Enquiry books and at least 2 photos on seesaw.
6. PSHE lead will Monitor and assess the learning evidenced by teachers 2 – 3 times a year and make adaptations where necessary.
4. Children will be expected to retain the same standard of behaviour at all times as set out in the Behaviour Policy.
5. Child protection is an important element of RSE with detailed provision in the Child Protection Policy. This is taught in partnership with the NSPCC who visit with assemblies and workshops for pupils every year.

Consultation with Parents and the wider school community

The relationships and health curriculum takes into account the views of teachers, governors, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined below.

We consult with parents, pupils and staff in the following ways:

- Online questionnaires and surveys
- Telephone conversations
- Meetings
- Training sessions
- Newsletters and letters

Parents are provided with the following information in letter form:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group and how this will be organised. See Year group specific letters.
- The legalities surrounding withdrawing their child from the subjects

- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the PSHE lead or the headteacher.
- Emailing admin@ivyane.wilts.sch.uk

Withdrawal from Sexual Education lessons

Primary school parents have the right to withdraw their child from the Sexual Education lessons of the RSE curriculum (these sessions have an asterisk beside them on the letters sent out to inform parents of the curriculum arrangements). Should a parent feel that the curriculum is not best suited to their child. They are first invited to discuss the arrangements with their class teacher by telephone call, to see if there is anyway this can be adapted to better support their child's learning. Where this is not possible a further meeting can be made with the Headteacher in school and then, where necessary alternative arrangements can be made.

Conclusion

The PSHE and RSE curriculum provision at Ivy Lane builds upon personal experience and encourages pupils to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

To be read in conjunction with the following documents:

Safeguarding and Child Protection Policy (IVY/POL/010)
 Online Safety Policy (IVY/POL/011)
 Anti-Bullying Policy (IVY/POL/013)
 Behaviour Policy (IVY/POL/049)
 RE Policy (IVY/POL/51)
 Wellbeing Policy (Ivy/POL/69)
 RSE Policy
 SEND Policy
 Inclusion Policy
 Equal Opportunities Policy
 Equality, Equity, Diversity and Inclusion Policy
 Peer-on-peer Abuse Policy
 Pupil Confidentiality Policy
 Social, Emotional and Mental Health (SEMH) Policy
 Online Safety Policy
 Visitor Policy

Reviewed by D. Schonfeld and A. Boorman

Date: December 2021

Agreed by Staff and Governors:

Signed:

Chair of Governors

Date: