



## Creating Learners Without Limits

<b>Title</b>	RSE Policy
<b>Reviewed</b>	January 2019
<b>Next Review</b>	January 2020
<b>Associated Policies</b>	Teaching and Learning Home School Agreement HAT Anti-bullying Policy Intimate care policy Behaviour for learning policy
<b>Originator</b>	Jane Wall
<b>Approved</b>	

## Contents

• 1. Aims .....	2
• 2. Statutory requirements .....	2
• 3. Policy development .....	3
• 4. Definition .....	3
• 5. Delivery of RSE .....	3
• 6. Roles and responsibilities .....	4
• 7. Parents' right to withdraw .....	5
• 8. Training .....	5
• 9. Monitoring arrangements .....	5
• 10. Confidentiality.....	6
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### 1. Aims

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

### 2. Statutory requirements

RSE is not compulsory in primary schools. Academies do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

If primary academies do teach RSE, they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Victoria Primary Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. All relevant information including relevant national and local guidance has been consulted and pulled together.
2. Staff consultation – all school staff will have the opportunity to look at the policy and make recommendations by 22<sup>nd</sup> March 2019.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to comment on this policy, by 22<sup>nd</sup> March 2019.
4. Pupil consultation – we will investigate what exactly pupils want from their SRE through pupil voice in the summer term 2019.
5. Ratification – once amendments are made - taking into account the final SRE curriculum that will be finalised by the DFE this year, the policy will be ratified by the Directors.

Documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping Children Safe in Education (Sept 2018)
- Children's Social Work Act (2017)

## 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

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 in year 5 also receive stand-alone puberty education sessions delivered by a trained health professional from the School Nurse Team.

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.

## 6. Roles and responsibilities

### 6.1 The governing board

The Board of Directors will approve the SRE policy, and hold the Principal to account for its implementation.

### 6.2 The Principal

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Managing requests to withdraw pupils from non-statutory/non-science components of SRE (see section 7).

### 6.3 Staff

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.

## 6.4 Pupils

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

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

## 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 Principal. A copy of withdrawal requests will be placed in the pupil's educational record. A meeting will take place between the Principal and parents.

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

## 8. Training

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

## 9. Monitoring arrangements

This policy and schemes of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered

The delivery of RSE will be monitored through planning scrutinies and learning walks.

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

This policy will be reviewed by Hayley Scargill (Principal) annually. At every review, the policy will be approved by the Board of Directors.

## 10. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency and complete the Academy Welfare Concern Form and give it to a member of the Safeguarding team or Head teacher immediately.

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