



Federation of Kymbrook & Thurleigh Primary Schools

Relationships & Sex Education (RSE) Policy

Excellence – Enjoyment – Enrichment – Equality

Version Date	September 2021
FGB Approval	
Next Review Date	September 2023

Aims and Expectations

The aims of relationships and sex 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

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, 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.

See Appendix A – What children should know by the end of primary school

Manner of provision

The Governing Board and Head Teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

At both Kymbrook and Thurleigh Primary Schools we teach Relationships and Sex Education (RSE) as set out in this policy.

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

Review – relevant national information and statutory information was reviewed in developing this policy.

Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.

Parents/Carers consultation – parents were invited to form a working group to contribute their views in developing the policy.

Pupil consultation – we investigated what our children wanted from this area of learning.

Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of children, and involved learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identify.

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

RSE is not about the promotion of sexual activity.

See Appendix B on the information that should be contained in a quality RSE curriculum.

Curriculum

Our curriculum is set out as per Appendix C.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers elsewhere, including online.

Although not compulsory, primary sex education at Kymbrook and Thurleigh Primary Schools will focus on:

Preparing boys and girls for the changes that adolescence brings
How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix A

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).

Relationships education focuses 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

For more information about our RSE curriculum, see Appendix C.

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.

Roles and Responsibilities

The Governing Board

The Governing Board will approve the RSE policy, and hold the teacher to account for its implementation.

The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests from parents/carers 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.

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 Head Teacher.

Children

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

Parents/Carers' right to withdraw

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

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing, using the form in Appendix D of this policy, and addressed to the Head Teacher.

Alternative work will be given to children who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE and it is included in our continuing CPD calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to support school staff, as necessary.

Monitoring

- The delivery of RSE is monitored by the Head Teacher as PSHE/RSE lead, through our usual monitoring arrangements of learning walks, pupil voice, planning scrutinies etc.
- Children's development in RSE is monitored by class teachers.
- This policy will be reviewed bi-annually due to the nature of the two year rolling programme, or more frequently if there is a change in statutory guidance or if there is a need to change the curriculum due to other factors.

At every review, this policy will be approved by the Governing Board.

Links with other policies:

eSafety and Acceptable Use for Pupils

Acceptable Use for Staff

Child Protection and Safeguarding

Positive Behaviour