



Relationships and Sex Education Policy

Aims

The purpose of this policy is to:

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy which is required in all schools from Summer 2021.
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RSE.
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.
- Set out how the school meets legal requirements in respect of RSE:
 - Duty to promote wellbeing (Children Act 2004)
 - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - Teach statutory RSE elements in the Science National Curriculum
 - Have an up-to-date policy developed in consultation with parents, staff and governors (Education Act 1996)
 - Meet the school's safeguarding obligations
 - Make the policy available to pupils and parents (Education Act 1996)
 - Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
 - Take account of the DFE guidance on RSE (2019)
 - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. At RGS we believe 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 supporting children to form positive beliefs and attitudes.

Curriculum

RSE is taught through a planned programme in PSHE as well as science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. At RGS Prep relationships and health education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;

- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

We have a statutory duty to teach the RSE elements of the Science National Curriculum.

Delivery of RSE

The RSE curriculum is an integral part of the whole school PSHCE education provision and will be part of the lessons based on learning opportunities for Health and Wellbeing, and Relationships. It is taught throughout each year from Early Years to Year 6, see Appendix 1 for more detail. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils receive one 35 minute lesson each week of PSHCE. The curriculum for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils. It progresses from one year to another, building on what has been learnt in previous years. We ensure that the same messages about being safe online are taught through PSHE as in Computing.

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

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, LGBTQ+ 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).

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Staff who teach RSE are responsible for teaching it in a sensitive way, modelling positive attitudes to RSE, monitoring progress and responding to the needs of individual pupils. Staff do not have a right to opt out of teaching RSE but are encouraged to speak to the Headteacher if they have any concerns.

Safe and effective practice

Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but

do not discuss or ask private information of each other or the teacher. Pupils will also be able to raise questions anonymously by the use of a PSHCE question box in the classroom. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Monitoring and evaluating RSE

The delivery of RSE is monitored by the Head of PSHCE. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHCE. This will involve HoD meeting time. A class PSHCE book (including RSE) will be kept to capture children's responses and understanding during topics and to enable the subject lead to monitor coverage and impact of the curriculum.

Training

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. The PSHCE coordinator will support teachers in delivering high-quality RSE lessons and in developing a school RSE protocol. Visitors from outside the school, such as school nurses, will be invited in to provide support and training to staff teaching RSE.

Working with pupils, parents and carers and the right to withdraw

We greatly value our parents and carers; we believe that their understanding of RSE and what their children will be learning is vital in gaining optimum outcomes.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making a paper copy of the policy available for any parent and carer that would like one
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for Science.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Head who will talk through their concerns and discuss the benefits of school RSE. Parents can talk to the Head of PSHCE about the resources used to support teaching. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Reviewing and Updating the Policy

This policy was updated on: July 2024

This policy will be next reviewed and updated on: July 2025

Appendix 1

[PSHCE Scheme of Work.docx \(sharepoint.com\)](#)