

## Relationships and Sex Education Policy

### New Marston Primary School



<b>Approved by:</b>	Rachel Vlachonikolis/LGB	<b>Date:</b> Dec 2023
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Please note: Our Relationships and Sex Education teaching and learning follows the statutory guidance set out by the DfE which can be found [here](#).

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### **1. Aims**

The aims of relationships and sex education (RSE) at our school are:

- To provide a framework in which sensitive discussions can take place;
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- To help pupils develop feelings of self-respect, confidence and empathy;
- To create a positive culture around issues of sexuality and relationships;
- To teach pupils the correct vocabulary to describe themselves and their bodies.

### **2. Statutory requirements**

At New Marston, we teach RSE as set out in this policy.

The Government has committed to making the health education and relationships education/RSE (Relationships Sex Education) aspects of PSHE compulsory from September 2020.

### **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. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. The policy was shared in draft form with parents via a presentation on the online platforms.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

The policy has since been reviewed by the governing board which includes representatives of the staff, parent and local community.

#### **4. Definition**

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.

**RSE is not about the promotion of sexual activity.**

#### **5. Delivery of RSE**

RSE is taught within:

- Personal development sessions weekly which cover RSE, Personal, social, health and economic (PSHE), citizenship and lessons with a spiritual and moral focus. This outlined in our *In a nutshell* document [here](#).
- English or topic lessons if the content fits (e.g. with the text);
- Religious education (RE)
- Assemblies, of which many are values based.

Biological aspects of RSE are taught within the science curriculum.

See our website for a long term RSE curriculum map.

#### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

#### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

## **Sexual Identity and Sexual Orientation**

New Marston Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue, to reassure them of the content and context.

### **6. Roles and responsibilities**

#### **6.1 The governing board**

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

#### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (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.

### **7. Parents' right to withdraw**

Parents/Carers cannot withdraw their children from the statutory National Curriculum relationships education and health and well-being lessons. However, they have the right to withdraw their children from all or part of the sex and relationships education provided at school (outside of science lessons). Parents will be informed before the sessions so they are aware they are taking place and can discuss the involvement of their child if necessary.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

### **8. 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 to staff teaching RSE.

### **9. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through:

*planning scrutinies, learning walks, etc.*

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

This policy will be reviewed by the Governing Body annually. At every review, the policy will be approved by the Impact Sub-committee.

Rachel Vlachonikolis

Headteacher