

**Glen Hills Primary School**

**Relationships  
and Sex  
Education (RSE)  
Policy**



**Symphony Learning**  
TRUST

# Relationships and Sex Education (RSE) Policy

## Contents

### Section 1

#### The Context of our RSE Policy

- a) Our Shared Beliefs about RSE
- b) Entitlements
- c) The Wider Agenda

### Section 2

#### Our RSE Policy

- a) Introduction
- b) Our Aims for RSE
- c) Delivering Our RSE Curriculum
- d) Responsibilities for Curriculum Delivery and Policy Implementation
- e) Teaching Methodologies
- f) Inclusion
- g) Resources
- h) Use of Visitors to Support RSE
- i) Confidentiality
  - 1) Safeguarding and Child Protection
  - 2) Sexually Active Pupils
- j) Staff Training
- k) Role of Governors
- l) Pupil Participation
- m) Working with Parents/Carers and our School Community
- n) Monitoring, Evaluating and Reviewing Our RSE Policy

## Appendices

### Appendix A

The Curriculum (for Relationships/Health specifics, Sex Education specifics and Science specifics) and vocabulary taught

### Appendix B

- 1 Statutory Guidance on Relationships and Health Education for Primary Schools (taken from DfE 2019)
- 2 Guidance on Sex Education for Primary Schools (taken from DfE 2019)

## **Section 1**

# **The Context of our Relationships and Sex Education Policy**

### **a) Our Shared Beliefs about RSE**

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

### **b) Entitlements**

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content of their RSE programme.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

## **c) The Wider Agenda**

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2018](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century’](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)  
UKCISS

[International technical guidance on sexuality education](#) UNESCO

## Section 2

### Our Relationships and Sex Education Policy

#### a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a framework that includes societal and British values and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.

This RSE Policy will be made available to staff in the policies section of the Glen Hills Primary School website and on the Symphony Learning Trust's website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to [RSE and Health Education](#) which will become statutory in Sept 2020 as described in the [Children and Social Work Bill 2017](#). It is also consistent with current national guidance '[Sex and Relationship Education Guidance](#)' (DfEE 2000) and '[Sex and Relationships Education for the 21<sup>st</sup> Century](#)'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school, Route 2 Resilience and/or P4C and/or Protective Behaviours.

Our RSE policy is the responsibility of the governing body for each trust school and has been developed through discussion with staff/ by a working party representing staff within the trust, parents and governors/ by the PSHE/RSE Co-ordinator with the support of the governors, Head Teacher and reviewed by staff.

Our Policy also reflects recommendations from [OfSTED](#) and the [Sex Education Forum](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

## **b) Our Aims for RSE**

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *encourage, recognise and understand the reasons for and benefits of healthy and respectful relationships*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their physical and mental health*
- *recognise and avoid exploitative relationships*
- *have opportunities throughout their schooling to address RSE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*

## **c) Delivering our RSE curriculum**

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). By September 2020, we expect that our RSE programme will be covered by the new statutory status of RSE and Health Education. We will review our curriculum, as the guidance on statutory RSE is announced.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive

curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in different ways:

For example -

- PSHE through designated lessons, circle time, focused events, health weeks/days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities may include our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school, through Route 2 Resilience work and via the School Council.

We will ensure there are positive educational reasons for each method of delivery.

## **d) Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE Co-ordinator.
- The PSHE/RSE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE/RSE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE/RSE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE/RSE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE/RSE Co-ordinator/ Head Teacher/ Staff.

## **e) Teaching Methodologies**

**Ground Rules:** RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules or a Working Together Agreement will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Example of a Working Together Agreement:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will encourage any questions beyond the planned curriculum, to be discussed with an adult at home. Question Boxes may be used to allow children to ask questions anonymously if preferred.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with the school Safeguarding and Child Protection policy.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## **f) Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.



- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability (including safeguarding)
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### **g) Resources**

We will use appropriate schemes for each Symphony Learning Trust school and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

### **h) Use of visitors to support RSE**

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.

- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in liaison with the PSHE/RSE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE/RSE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **i) Confidentiality**

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the Symphony Learning Trust website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

### **1) Safeguarding and Child Protection**

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

### **2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

## **j) Staff Training**

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

## **k) Role of Governors**

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy considers the views of the parents and the community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will be reviewed as required on the agenda of a governors' meeting.

## **l) Pupil Participation**

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- a. *We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities*
- b. *We will encourage children to ask questions as they arise by providing anonymous question boxes.*
- c. *We will ask children to reflect on their learning and set goals for future learning.*
- d. *We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.*

## **m) Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers about the RSE programme within each Symphony Learning Trust school
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed if appropriate
- c. Encouraging parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available on the school and Trust website and in the school Office.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science (see Appendix A). The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head Teacher to discuss this further. Appendix B will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision in writing to withdraw as appropriate and a record of any child's withdrawal will be kept.

## **n) Monitoring, Evaluating and Reviewing our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, appropriate co-ordinators and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in September 2023.