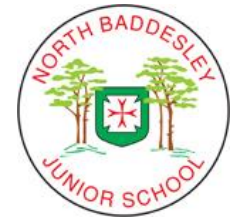


North Baddesley Junior School

Policy Document



RSE Policy

Requirements

This policy covers our school's approach to RSE (Relationships and Sex Education). It was produced by Briony Crawford (PSHE lead) and Sarah Gatherer (Science lead) through consultation with statutory guidance issued by the DfE, alongside non-statutory guidance provided by the PSHE Association. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. Current guidance states that compulsory subject content must be age appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools). It is recommended that all primary schools have a programme of Sex Education linked to the Science National Curriculum.

We define 'Relationships and Sex Education' as:

- Putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline, alongside teaching pupils how to be healthy;
- Providing key information relating to human anatomy, the changes that happen during puberty and how this relates to human reproduction;
- Ensuring that pupils are prepared for RSE at the secondary phase;
- Educating pupils in making informed and responsible choices to keep themselves safe;
- Teaching mental wellbeing, encouraging positive self-image and body image, with awareness of challenges pupils face in the modern world (for example the rise in popularity of social media, the influence of popular culture as well as differences in religious and ethnic cultures in the home environment).

Rationale

We believe Relationships and Sex Education are important for our pupils and our school. It is necessary to nurture, guide and equip our pupils in preparation for their futures as 'knowledge is power'. This will sit alongside the crucial work we do in encouraging positive, caring relationships between all members of our school communities and families. It will provide pupils with age-appropriate awareness of mature relationships which includes physical relationships. The curriculum we provide is concurrent with our ethos as a caring, learning community where the contribution of each individual is valued. Our school's overarching aims for our pupils include developing their self-worth, nurturing every child's sense of personal responsibility and to provide a caring environment that is happy and

safe; we feel that good quality and effective RSE has an intrinsic place in achieving this as part of our school values.

Curriculum content

The intended outcomes of our programme are to equip pupils with the knowledge, understanding and skills required to become well informed, mature young people who are able to form, maintain and exercise choice over relationships. Through discussion in a safe learning environment with clear ground rules, pupils will be encouraged to ask questions, explore example scenarios and give their opinions, alongside teaching of the basic scientific content which will be taught in conjunction with relationship based themes. We shall attempt to deal with questions in a sensitive, open and frank way using the correct vocabulary throughout. Other questions raised by individuals concerning homosexuality, contraception or other topics not covered by the programme, will be answered sensitively and honestly if raised. With the strains of the twenty first century, we are aware of the need to equip children with strategies to manage their individual mental health and well-being. The RSE outcome grid outlines how this links to the PSHE content which is taught in each year group. We feel that both subjects should continue to be taught in their own right, allowing sufficient coverage of curriculum objectives; however when planning delivery units of work, teachers may choose to teach these particular units simultaneously for the best possible impact. RSE is covered in all year groups to allow for progression and age appropriate content. We have worked together to select the following focuses:

Year 3: Human anatomy, consent and privacy; emotional well-being;

Year 4: Friendship and conflict resolution; growing up and changes; hygiene; mental health and well-being;

Year 5: Puberty, changes, changing relationships; mental health and well-being;

Year 6: Reproduction, pregnancy and birth; body image; healthy happy relationships; mental health and well-being.

This builds on the curriculum taught by our link school North Baddesley Infant School, however where pupils have arrived from other schools or indeed other areas / countries, particularly if language is a barrier to learning, sensitivity will be needed in ensuring that gaps in vocabulary and knowledge are filled.

Parental Involvement

We view the partnership of home and school as vital in providing support to pupils as they participate in RSE. Parents will be informed via letter and through curriculum information on the school website of the themes related to RSE. We will ask parents to come in for an information evening in Year 5 and Year 6 prior to broaching puberty and reproduction matters, with the opportunity to view resources and meet with teaching staff to discuss any questions or concerns.

The option to remove pupils from RSE remains a choice for parents although communication will emphasise our aims and key principles so that the rationale behind providing RSE is made clear. Under

the Education Act 1993 pupils can be withdrawn by their parents from the part of Sex Education that is outside the compulsory elements of Sex Education contained in the National Curriculum. Parents wanting to exercise their right are invited to see the Head teacher. A child who has been withdrawn cannot take part in Sex Education until the request for withdrawal has been removed.

Inclusion

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that planning caters for a range of abilities and starting points, that teachers have the resources required to differentiate these and that they are confident in presenting the subject matter in age and ability appropriate ways. Individual class teachers will know the needs of their class best and as such will be best placed to amend planning to take specific needs into account; flexibility in delivery of the curriculum is encouraged.

We ensure RSE fosters gender equality and LGBT+ equality by treating all pupils as equal, giving the same opportunities for discussion and tackling contemporary issues with sensitivity and in an age-appropriate manner.

Monitoring and Evaluation

The monitoring and evaluation of the policy and programme will be carried out annually by staff and Governors and staff training or other changes that are needed will be identified to improve both the content and delivery. Student voice will be used to review and tailor our RSE programme to match the different needs of pupils, via pupil interviews and questionnaires during the summer term.

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