



Shield Road Primary School

RSE Policy

Section 1: Defining what we mean by relationships and sex education

In this school Relationships Education refers to:

- i. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- ii. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world
- iii. Teaching the characteristics of positive relationships
- iv. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
- v. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours
- vi. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
 - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
 - Gender identity
 - Home background (e.g. different family make-up)
 - Ethnicity
 - Gender
 - Special educational needs and disability
- vii. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services

In this school Sex Education refers to:

- viii. Teaching about human reproduction, including how a baby is conceived and born; ensuring access to up to date and correct factual information, including correct language and terminology.

In accordance with the Government's statutory guidance for Health Education content and the requirements set out in the National Curriculum Science, our school does not define the following as sex education:

- ix. Teaching about the physical and biological aspects of puberty
- x. Reproduction in, and the lifecycle of, some plants and animals

Section 2: Subject content

We have a whole school approach to RSE as follows:

- i. These lessons will be taught through a combination of PSHE and science.

- ii. We have developed our lesson plans and schemes of work based on PSHE Association Key Themes and Guidance.
- iii. Lessons are age appropriate; with content that is inclusive and relevant to the needs and lived experiences of all pupils, their families, and the wider community. Content is taught through an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the learning
- iv. There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by pupils so as to ensure content remains accessible
- v. Those fulfilling in-class support roles also receiving training so as to ensure they can help facilitate the access of those pupils they are specifically supporting
- vi. Have a proactive and planned approach to involving external professionals (e.g. school health nurse) in supporting the delivery and development

Section 3: Policy development and review

- i. SLT overseeing all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment.
- ii. The RSHE / PSHE coordinator is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation.
- iii. There is an identified 'lead Governor' for RSHE

Section 4: Parent's rights

Shield Road Primary believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- i. As set out in Government's statutory guidance, there is no right for parents to withdraw their children from any content defined as Relationships Education or Health Education, or any content specified in the National Curriculum Science
- ii. As a school that chooses to teach sex education content that goes beyond that described in the Government's statutory guidance and that which is specified in the

National Curriculum Science, we allow parents a right to withdraw their children from the content described in section 1 bullet point viii

If a parent wishes to withdraw their child from this content they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

- iii.* As a school we will encourage (and support where possible) parents to deliver the specified content to their child at home instead
- iv.* If a pupil is excused from the content specified in Section 1 bullet point viii, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

Section 5: Using visitors

- i.* Other agencies/professionals and visitors will enhance but not replace our teacher-led programme
- ii.* Teachers will always be present during sessions facilitated by other agencies / professionals and visitors
- iii.* We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading

Section 6: Assessment and evaluation

- i.* We monitor pupils' knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.
- ii.* Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review, pupil conferencing, learning walks, team teaching, etc.

Section 7: Confidentiality and safeguarding

- i.* We ensure that ground rules are established before lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class as a general rule
- ii.* We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience
- iii.* Pupils are made aware of how to access confidential information and support after the lesson, should they need it

- iv. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information
- v. Under no circumstances do staff offer unconditional confidentiality to any pupil

Section 8: Links with other policies

Policies relevant to Relationships Education and Sex education taught in our school:

- PSHE
- Equal Opportunities / Inclusion
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying

Monitoring and review

The PSHE Co-ordinator and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy was written in the 2020/2021 academic year by the PSHE co-ordinator, after consultation with parents and staff and has been approved by the governors. It is up to date with current guidance from the Government and DfE. It will be reviewed in the 2021/2022 academic year.

For government expectations see Appendix 1-3.

Updated March 2021