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# St Meryl School

## Relationships and Sex Policy Education (RSE) Policy

Date of Policy      April 2018 Reviewed October 2020, 2022, 2025

Review Date:      April 2027

Staff Responsible:      Joanne Nye

### 1. Rationale

This policy covers our school's approach to Relationships and Sex Education within our learning community. It was written by the RSHE leader, Headteacher and in consultation with a RHSE advisor.

Relationships and Sex Education is an integral part of our RSHE and citizenship provision. We believe that it is important to address this crucial area of the school curriculum in order to equip our pupils to live safe, happy healthy and fulfilled lives. In addition, we believe that our Relationships and Sex programme makes a vital contribution to protecting pupils by addressing specific national and local health priorities. In key stage 1, the programme will include laying the foundations of understanding about growth and change and respect for one another; in Key Stage 2 it will include preparation for the changes of puberty, knowing how to take care of physical health and human reproduction. The Legal Requirements of Sex Education Provision are covered in the National Curriculum for Science.

Aspects of RSE, in addition to the RSE that we teach as part of our science curriculum, we also cover through RSHE in all key stages from Nursery to Year 6. In this way, pupils will be able to develop and build their knowledge, skills and understanding gradually, age appropriately (both chronologically and emotionally) in a safe and positive learning environment.

The teachers plan sessions using varying techniques including role play, debates, hot seating and visitors to promote discussions and learning. A wide range of resources is used to support learning.

### **Moral and Values Framework**

Our Relationships and Sex Education provision will be sensitive to the needs, values and beliefs of all our pupils. It will also 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society' and 'prepare pupils for the opportunities, responsibilities and experiences of later life.' 2002 Education Act and DfE National Curriculum Framework (2013).

## **2. Aim and objectives**

The aim of our policy is to enable the effective planning, delivery and assessment of RSE.

Objectives are for primary school pupils to:

- Develop confidence in talking, listening and thinking about their feelings and relationships;
- Be empathetic and aware of the feelings and needs of others;
- Be able to name parts of their body and describe how their bodies work;
- Be prepared for puberty and the body changes that it will entail
- Develop respectful attitudes towards others and recognise some of the mixed messages about gender, sex and sexuality from different sources including social media, advertising, television and music.

For Teaching staff to be confident:

- In creating a positive and safe learning environment in which pupils can develop their knowledge and understanding
- In answering pupils questions appropriately and sensitively
- In supporting and advising parents so that they can support their child's learning
- In talking about issues such as healthy and unhealthy relationships, equality in relationships, respect and consent

## **3. Fulfilment of Equalities obligations**

The school is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience,

participate and develop their understanding of RSE. Equal time and provision will be allocated for all year groups but there may be occasions where children with special educational needs (SEND) are given extra support.

St Meryl 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 or are taught in small groups.

The planning and organisation of our RSE programme will be consistently evaluated through lesson observations to ensure teaching methods are inclusive and that they take into account the social and emotional needs of pupils. Teachers will ensure that materials and resources used are values based and in line with our whole school ethos.

#### **4. Delivery of RSE**

##### Content of RSE in the curriculum

Our school programme will be taught using the Jigsaw scheme of work. Each year group will have specific learning objectives and outcomes which are progressive and based on the key elements of personal and social development and relationships. Pupils will learn about aspects of SRE primarily in RSHE lessons and through the National Curriculum Science PoS (Animals, including humans). Teachers will plan so that both the RSHE and Science curriculum complement and support pupils' knowledge and understanding. Using a 'spiral' curriculum approach, will enable work to be matched to the needs and readiness of pupils and to be 'pitched' correctly.

#### **5. Assessment & Evaluation of Learning and Teaching**

Where RSE is taught in Science, assessment procedures for Science will be used. Any assessment linked to RSE will be monitored by the RSHE subject leader as well as the Science subject leader.

Assessment and evaluation of pupils learning will be based on work scrutiny, pupil voice, evaluations from pupils and staff.

#### **6. Specific Issues within RSE**

Together, with the pupils, class teachers create a safe and positive learning environment for all areas of the curriculum. Class rules are set at the beginning of the year and are reflected upon and refined throughout the year.

## Confidentiality and Child Protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue.

With respect to child abuse and protection procedures, staff will follow the school's child protection policy. Our Designated Senior Persons are Mr Craig Davies (Head Teacher) and Mrs Joanne Nye (Deputy Head Teacher)

Staff will also be referred to the:

- HM Government's 2006 document on 'What to do if you're worried a child is being abused':  
<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>
- DfE's 2024 document on 'Keeping children safe in education' - statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## Partnership with Parents:

The 'Changing Me' sections of the KS1 and KS2 scheme are always available for parents to view. The folders are stored in the main reception and parents are reminded each year that they are able to view them.

As a school we greatly value the perceptions and views of our parents, we have an 'open door' policy so parents are welcome to talk to their child's class teacher or the RSHE coordinator with any queries or information.

This policy will be available on the school website for parents.

## Child Withdrawal Procedure

Relationships and Sex Education is to be taught across the curriculum and it will not be possible to separate out all the Sex Education lessons. If a parent/guardian feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the head teacher or RSHE coordinator.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

In the unlikely event that the concern cannot be dealt with, the Governors and then the Local Authority will be contacted.

## Some available websites

RSHE Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Sex Education Forum's briefing on 'Parents and SRE' (2011):

[http://www.ncb.org.uk/media/333401/parents\\_sre.pdf](http://www.ncb.org.uk/media/333401/parents_sre.pdf)

Sex Education Forum's 'Talk to your child about sex & relationships: support for parents' factsheet 31(2003): <http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

Relationships Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

DfES leaflet for parents, 'SRE and Parents' (2001):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

### Answering Questions/ Dealing with 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 based on mutual respect. 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 a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) 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 Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may respond with the following (for example):
  - The appropriate person to answer that question is the parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their RSE
  - If a teacher had a concern about how to respond to a question from a child they would consult the Headteacher and/or the parents before responding to that child.

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| <b>Dissemination</b> |
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The RSE Leader will:

- Disseminate a copy of the RSE policy to all staff members, governors and curriculum committee members
- Provide regular training to staff on the policy content
- Ensure that copies of the RSE policy are available from the school office and the school website for parents to access on request

The RSHE/RSE co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years.