



# Relationships and Sex Education (RSE)

Athersley North Primary School

**Approved by:** E.Iles

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**Last reviewed on:** July 2024

**Next review due by:** July 2025

# Athersley North Primary School

## Relationships & Sex Education (RSE) Policy

The Department for Education (DfE) has published draft guidance preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in schools from September 2020 and last updated on 13<sup>th</sup> September 2021. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, Health and Economic (PSHE) education, across all schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Purpose of the RSE policy**

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within PSHE

### **Consultation process**

This policy has been shared with staff, governors, pupils and parent/carers for consultation purposes; and as a result has been further developed by involved staff and governors. The policy is publicised on the school website so that parents have a clear understanding of what is delivered as part of Statutory Relationships and Sex Education at Athersley North Primary School.

**Pupils:** School uses the Jigsaw PSHE programme as a vehicle to deliver quality RSE lessons alongside pupil voice to determine their views.

**Parent/Carers:** Website consultation, parent governors, curriculum meetings, letters to parents, parent workshops. School will listen to parent's views however what is taught and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

**Staff and Governors:** training; discussion at meetings; working party; audit of RSE and policy

### **Definition of RSE**

Sex and Relationship Education has now become better known as RSE – Relationships and Sex Education – to reflect the changes that are to come.

***'Sex and Relationship Education (SRE) 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 Pupils and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting Pupils and young people's ability to learn, achieve and flourish.

**"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."**

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

## **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All Pupils, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Pupils should learn 'how a baby is conceived and born' before they leave primary school (1.16)

## **RSE and statutory duties in school**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps Pupils understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their Pupils (Ofsted, Subsidiary Guidance).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy

- Special Educational Needs Policy

## **The role of the Headteacher**

It is the responsibility of the head teacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with Pupils on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and Review**

The Curriculum Committee of the governing body monitors the PSHE policy on an annual basis including the RSE elements. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. The Governing Body have formed a Working Party in order to scrutinise materials and to check they are in accordance with the school's ethos.

## **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all Pupils and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

## **LGBT+ in the RSE Curriculum**

LGBT+ relationships and sexual health education is now part of the elements taught in the new compulsory relationships and sex education (RSE) in schools in England from 2020. the over-riding message in the Department for Education's statutory guidance is clear: "We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." (DfE, June 2019)

At Athersley North Primary we ensure that this content (LGBT+ RSE) is fully integrated into the programmes of study for this area of the curriculum, rather than delivered as a standalone unit or lesson."

The focus at ANPS is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

We are conscious that we may have pupils with same-sex parents/carers and family, which is why it is important that it should be part of the discussion at this level – to leave out a part of their experience of relationships based on sexual orientation, gender identity or any other of the protected characteristics would go against the Equality Act 2010.

The DfE guidance states that by the end of primary school: "Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care."

### Statutory RSE Curriculum

Our RSE curriculum is embedded within our PSHE curriculum. We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

<p><b>Families and people who care for me</b></p>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>

	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>• the importance of permission-seeking and granting in relationships with friends, peers, and adults.</li> </ul>
<b>Online relationships</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p><b>Children should know:</b></p>

	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult and others.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>
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These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Statutory Science Curriculum Content**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social, and emotional development, they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1 (years 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **In Key Stage 2 (years 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Non-Statutory Sex Education**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 (updated Sept 21) also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.



## Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle which is taught in Summer 2.

Year Group	Theme	<ul style="list-style-type: none"> <li>• <b>Learning Intentions; 'Pupils will be able to...'</b></li> </ul>
FS1/FS2	Growing Up	<ul style="list-style-type: none"> <li>• Seek out others to share experiences. Show affection and concern for people who are special to them.</li> <li>• Explain own knowledge and understanding and ask appropriate questions of others.</li> <li>• <b>ELG</b> - Show sensitivity to others' needs and feelings</li> </ul>
Year 1	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</li> <li>• Respect my body and understand which parts are private</li> </ul>
Year 2	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>• Tell you what I like/don't like about being a boy/girl</li> </ul>
Year 3	How Babies Grow	<ul style="list-style-type: none"> <li>• Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>• Express how I feel when I see babies or baby animals</li> </ul>
	Babies	<ul style="list-style-type: none"> <li>• Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</li> <li>• Express how I might feel if I had a new baby in my family</li> </ul>
	Outside Body Changes	<ul style="list-style-type: none"> <li>• Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> <li>• Identify how boys' and girls' bodies change on the outside during this growing up process.</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Inside Body Changes	<ul style="list-style-type: none"> <li>• Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• Recognise how I feel about these changes happening to me and how to cope with these feelings.</li> </ul>

Year 4	Having A Baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>understand that having a baby is a personal choice and express how I feel about having when I am an adult</li> </ul>
	Girls and Puberty	<ul style="list-style-type: none"> <li>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</li> <li>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
Year 5	Puberty for Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>describe how boys' and girls' bodies change during puberty.</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>understand that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>understand that sometimes people need IVF to help them have a baby.</li> <li>appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
Year 6	Puberty	<ul style="list-style-type: none"> <li>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>ask the questions I need answered about changes during puberty.</li> <li>reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Babies – Conception to Birth	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Attraction	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship.</li> <li>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

## Teaching about Puberty

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all Pupils learn about puberty.

Teaching about puberty before pupils experience it is essential to ensure that pupils' physical, emotional, and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED.

### **As Janet Palmer HMI (OFSTED's PSHE lead) has said:**

*"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."*

## Delivery of RSE

Our Relationships and Sex Education curriculum will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g., menstrual hygiene, single sex question sessions, etc. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

## Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. A questions box will be available for pupils to ask anonymous questions. If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used.

Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **Roles and responsibilities in school**

**The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Mel Brightmore (Head of SIS).**

## **RSE and safeguarding**

At ANPS we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm. RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe.
- Understand potential dangers they could face.
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk.
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm.
- Know when and who to ask for help when needed Particular issues covered include:
- Bullying, including cyber bullying (by text message, on social networking sites, and so on) and Prejudice-based bullying (also in Computing)
- Racist, disability, and homophobic and transphobic abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Substance misuse (also in Science)
- Issues that may be specific to local area or population, for example, gang activity and youth violence

Particular issues affecting Pupils including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages. We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

## **The Governing Body**

The governing body has delegated the approval of this policy to the Children and Learning Committee.

## **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The Headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

## **Staff**

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

## **Class teachers are responsible for teaching RSE at ANPS.**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation.

In promoting this objective, we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this not encouraged as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

**\*Please see below a useful document produced by the government, which provides answers to frequently asked questions:**

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

### Parents' right to withdraw.

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents **do not** have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the Headteacher and RSE Lead who will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and the child will work within the allocated Breakout Room for their class.

## **Confidentiality**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) Mel Brightmore, if what is disclosed indicates that a pupil is at risk of harm.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on.

In one to one situations a member of staff will remind the pupil that they are unable to keep information confidential (e.g. if they think that the pupil is at risk of harm or abuse). Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

Any cases of concern should be discussed with the DSL/DDSL in the school. (Miss Brightmore/ Miss Wordsworth/Mrs Storr)

## **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **Visiting Speakers**

RSE is best taught by confident teachers who know their pupils well, as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. Some visitors include; NSPCC- Staying Safe, Local Community Support Officers and staff from the Public Health Team.

How we brief visitors; Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow (e.g., school nurse).

## **Resources**

A whole primary school curriculum for RSE Jigsaw-the mindful approach to PSHE.

**Appendix 1:** Parent withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of Pupil		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			
Date			

TO BE COMPLETED BY THE HEADTEACHER	
Agreed actions from discussion with parents	
Signed	
Date	