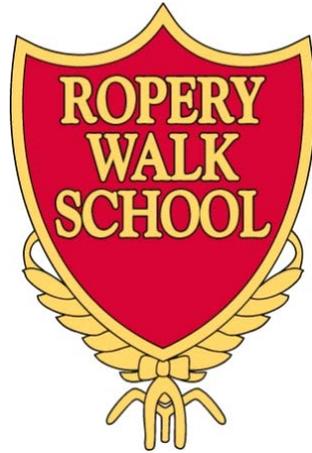


# Ropery Walk Primary School



Relationships education,  
relationships and sex  
education (RSE) and  
health education policy

This policy was developed in response to Relationships Education and Relationships and Sex Education (RSE) and Health Education, (Department for Education February 2019)

- Equalities Act 2010
- Keeping Children Safe in Education - Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- E-Safety online policy
- Anti-bullying policy
- Behaviour policy
- Equality policy
- PSHE policy

### **What Is Relationship and Sex Education?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Intent, Principles and Values**

In addition Ropery Walk Primary school believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education in this school has three main elements:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learn about reproduction, human sexuality, gender identity, personal health, emotions and relationships.

- Learn about where to go for help or advice in school and how to access a range of local and national support agencies.

## **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

## **Organisation and Content of Sex and Relationship Education**

Much of the Relationship and sex education at Ropery Walk Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of

development and relationships, although the physical aspects of puberty and reproduction are also included in Y5 and Y6.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support class teachers who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHE co-ordinator who will help with planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive relationships education, and relationships and sex education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **Right of Withdrawal of Students from Relationship and Sex Education**

Parents have the right to request that their child be withdrawn from some parts of sex education, (not relationship education), delivered as part of statutory RSE except for those parts included in the statutory National Curriculum (ie in Science lessons). It is good practice for the Head Teacher or delegated representative to discuss the request with parents and, as appropriate, with the child, to clarify the

nature and purpose of the curriculum, the benefits of receiving the important information, and the possible detrimental effects that the withdrawal might have. In exceptional circumstances the school will respect the parent's request. Their SEND should not be a consideration for the Head Teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any SRE resources the school uses.

### **Safeguarding, Confidentiality, Controversial and Sensitive Issues**

In a case where a teacher learns from a child anything that they consider to be a safeguarding issue:

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or head teacher of any disclosure unless the head teacher has specifically requested them to do so.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

A Johnston: Reviewed March 2021

Policy is under review and is subject to change with ongoing changes.