



Relationship and Sex Education (RSE) Policy

Introduction

This policy covers our school's approach to Relationship and Sex Education (RSE), not only in lessons but through a holistic approach; the attitude of our staff and students, our ethos, commitment to equality both within and outside of the classroom, and through whole school activities such as assemblies and other celebration days throughout the academic year. This policy works in conjunction with our PSHE policy, as well as with other subjects.

1. Aims

The aims of RSE at our academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a safe environment in which sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- Help children to be able to recognise unsafe situations, protect themselves and ask for help and support.

Leigh Academy High Halstow sees RSE as an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a curriculum on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in which they feel confident to ask questions. The programme which each year group receives will be in line with the national curriculum which is a statutory requirement for all children in the UK. These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory Requirements

The new RSE curriculum is mandatory from September 2020.

Further guidance which outlines the legal duties with which schools must comply can be found on the government website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

4. Curriculum

As stated in the government's RSE policy, schools are free to determine how to deliver this curriculum within the context of a broad and balanced curriculum. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations and which is appropriate to the year group. At High Halstow, we also work in conjunction with Medway Council's PSHE association to ensure we are up to date with guidance and enable us to seek further support when it is needed to ensure that a fully comprehensive RSE curriculum is delivered.

The government states that parents do not have the right to withdraw their children from RSE at primary or secondary school as it is believed that the contents of these subjects, such as family, friendship, safety (including online safety), are important for all children to be taught. The government guidance states that *"pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law."*

If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online.

5. Delivery of RSE

At High Halstow, we carry out the main RSE curriculum in PSHE lessons, however RSE is also taught through other subject areas e.g. Science, PE and RE, when appropriate. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

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, assemblies and whole school celebration days. All staff understand they have a responsibility to implement this policy and promote the aims of the school when working with children.

Science Curriculum

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.

Key Stage 1 (years 1-2) children learn to:

- 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

Key Stage 2 (years 3-6) children learn to:

- 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

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. This will be taught with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

6. Roles and Responsibilities

The Principal and Subject Lead Teacher

The Principal 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 (see section 7).

The Principal 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
- Monitoring progress
- Responding to the needs of individual pupils

Class teachers are responsible for teaching and delivering the RSE curriculum for their year group.

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