



# RSE Policy

This Policy applies to all stakeholders.

<b>DATE OF GOVERNOR APPROVAL</b>	<b>Summer 2024</b>
<b>REVIEW FREQUENCY</b>	<b>Annually</b>
<b>REVIEW DUE</b>	<b>Summer 2025</b>
<b>STATUTORY REQUIREMENT</b>	<b>YES</b>
<b>AMENDMENTS</b>	
<b>Date</b>	<b>Summary of Amendment/s</b>
Summer 2022	Addition of Jigsaw materials

## **Our School**

As a Church of England Voluntary Controlled school we promote Christian values, and aim to encourage pupils to make a positive contribution to, and take a responsibility for, both the local and wider communities around them.

Drayton Junior School has a long tradition of being a caring and successful school, with high quality provision and outcomes at its heart. In fact, the school operates around its C.A.R.E values; Cherishing each individual; Aiming for excellence in teaching and learning; Relationships built on mutual respect and Experiences that enrich lives.

**Definitions:** For the purposes of this policy, Relationship and Sex Education (RSE) is any theme that is required by the Department for Education (DfE) within the relevant statutory document. This will be delivered within our Personal, Social, Health and Economic programme (PSHE) of study. Sex Education(SE) is any non-statutory content delivered as part of our PSHE education programme.

## **Statutory Regulations and Guidance**

The following informs our policy:

- Education Act (1996)
- Learning and Skills Act (2000)
- Educations and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21stC (2014)
- Keeping Children Safe in Education (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the DfE state that Relationships Education and Health Education must be taught in our school from September 2020.

### **Other related documents:**

- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behavioural policy
- Science curriculum

Our policies for RSE and Safeguarding are complimentary as they integrate in the teaching of RSE and in keeping children safe.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue by a child. If this should occur the staff member should inform the Head/designated safeguarding lead in line with our safeguarding policy.

Should child wish to confide in a member of staff the above policies must be followed and information passed to the designated person. Pupils must be made aware that confidentiality cannot be guaranteed and that the procedures must be followed. The protection of the child is paramount.

## **Inclusion**

It is our intention that all children have the opportunity to experience a programme of RSE at a level appropriate to their age and physical development.

We are mindful of statutory guidance from the DfE, Ofsted and of legal responsibilities placed upon institutions by the Equality Act 2010.

During RSE sessions, objective discussion of the diversity of the community we serve and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons that meet their particular needs.

## **Aims of RSE**

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships. RSE will be taught across Key Stage 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have and enables them to successfully manage the challenges they may face as they grow.

Our overarching aims are:

- to prepare young people for adult life by following an age appropriate programme of relationship education teaching
- the acquisition of knowledge, the development of skills and respectful attitudes and values
- to develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives
- to encourage respect and responsibility for self and others
- to enable young people to make informed decisions which are relevant to their own lives and wellbeing
- to enable pupils to keep themselves safe from harm, both on and off-line

## **Content and Delivery of RSE**

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our school. Occasionally appropriate and suitably trained/experienced visitors, such as Health Visitors or Nurses, may be invited to contribute. We now follow the 'Jigsaw' curriculum, within which RSE is taught during the 'Changing Me' unit. All visitors to the school will remain in the presence of a class teacher.

RSE offers children the opportunity to reflect on their own values in a safe environment for the exploration and development of positive attitudes.

RSE is delivered within a time tabled curriculum and within the science curriculum as required by the National Curriculum. Our approach intends to assist young people develop confidence in talking, listening and thinking about relationships.

Teaching strategies include:

- establishing ground rules with children (The Jigsaw Charter)
- using 'distancing' techniques
- encouraging reflection
- encouraging discussion

Teaching techniques include:

- Use of circle time
- film-clips
- scenarios
- stories
- mind-mapping

- discussion (whole class, groups, pairs, etc.)
- drama/role play
- working independently

The personal beliefs and attitudes of staff will not influence the teaching of this subject within our school.

### **Creating a safe learning environment**

We will encourage children to:

- listen carefully
- take turns to speak
- respect each other's contribution and opinions
- not ask personal questions or seek personal information
- talk privately to a teacher if something is a worry

Good ground rules will assist teachers to manage appropriate discussion and reduce the amount of disclosures made during a lesson. Children will be made aware that they can always talk to a member of staff about any worries and concerns outside of lessons and may be signposted to safeguarding leads and other support services such as ChildLine.

Children are encouraged to ask questions. Any questions arising will be answered according to the age and maturity of the child concerned and if the teacher considers it appropriate to answer.

Children may be signposted back to parents/carers who have ultimate responsibility for talking to their children about sensitive matters. Parents are encouraged to talk with school staff if they have any questions or queries and/or if they would like advice on how to support their child to continue learning outside of the classroom.

### **Monitoring and Evaluating RSE**

Monitoring will be through:

- lesson visits
- work scrutiny
- monitoring of planning
- pupil feedback
- staff feedback
- parent/carer feedback

### **Working with Parents/Parental 'right to withdraw'**

The role of parents in the development of their child's understanding about relationships is vital. Parents are the first teachers of their children. Parents have the most significant influence on enabling their children to grow and mature and to form healthy relationships. We are committed to working closely with parents and supporting them in conversations they may have with their children.

The DfE offers no parental right of withdrawal from RSE or the Health Education content within the school curriculum or from any sex education that form part of the science curriculum. *However, the teaching of human reproduction within KS2 is non-statutory and parents/guardians retain the right of withdrawal from these particular sessions.* Parents are offered the opportunity to discuss the content and delivery of the programme with both classroom teachers, the subject coordinator and the Head Teacher.

## **Roles and Responsibilities**

Governors & Head Teacher will:

- Oversee all aspects of the policy
- Develop this policy and ensure its annual review
- Ensure staff are given training with regular (annual) updates
- Ensure the school is compliant with all associated statutory requirements
- Communicate with staff and parents regarding the operation of the policy
- Make available adequate resources for teaching staff

Subject Lead will:

- Oversee the day-to-day operation of the RSE policy
- Organise training for staff
- Liaise with external agencies, school nursing service, visitors, etc.
- Deploy appropriate resources for teaching staff
- Develop, review and monitor the teaching of RSE and this policy as requested by the Head
- Report to the Head and Governors as required by the Head

Staff will:

- Use the age appropriate objectives from the Jigsaw Curriculum to teach RSE, but may supplement lessons with other appropriate resources.
- Undertake professional development training around RSE
- Keep up to date regarding this RSE policy and curriculum requirements
- Tailor their teaching, lesson planning and resources to ensure inclusive provision for all children in class across the whole range of abilities, including those with special education or additional needs
- Provide regular and frequent feedback to the subject lead on pupils' responses
- Ensure any queries needing to be addressed by the subject lead are fed back as soon as possible
- Ensure their personal beliefs and/or attitudes do not prevent them from providing balanced RSE in line with this policy
- Inform the appropriate member of staff and follow school procedures should and safeguarding concern arise.

Parents are requested to:

- Engage with their children to extend their children's learning about matters raised through RSE in school.
- Engage in any consultation around RSE to help ensure that the school curriculum best meets the needs of the children
- Seek support from the school where it is felt this is needed

This Policy will be next reviewed on:

This Policy is adopted by the Governing Body on:

Signed by Headteacher:

Signed by Chair of Governors