

## RSE POLICY

### Talbot Heath Junior School

### Relationships and Sex Education (RSE) Policy

**Responsibility:** Assistant Head Pastoral (Junior School)

**Date adopted:** 7<sup>th</sup> March 2023

**Date of next adoption:** Spring Term 2024

The original policy was developed in response to the Sex and Relationship Education Guidance (DfES 2000) and the aims of Talbot Heath School. The current policy has been updated in line with the statutory guidance from the DfE issued under section 80A of the Education Act (2002) and Section 403 of the Education Act (1996) as well as the Talbot Heath Values.

The RSE Education, in line with the PSHE programme, makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and Talbot Heath's statutory responsibility to safeguard and promote pupils' wellbeing. RSE is not compulsory in independent schools, however, independent schools are required to teach the elements of sex education contained in the science curriculum. If independent schools do teach RSE, they must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Sex and relationship education is taught through our PSHE, Science and IT programmes.

The purpose of the curriculum is to provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts (irrespective of both any SEND requirements or the protected characteristics as set out in the Equality Act 2010) including online relationships. Building on that knowledge, at an age and understanding appropriate stage, pupils will also develop further their understanding of health, focusing on key risk areas such as drugs and alcohol as well as introducing knowledge about intimate relationships and sex by the time they leave the Junior School.

#### **DEFINITION**

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. At primary level, RSE is concerned with establishing "the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary level, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex." (*Department of Education document 2019*)

Talbot Heath believes that RSE should be part of a broader PSHE programme through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach and under Government guidelines, it delivers the qualities and attributes pupils need to thrive as individuals, family members, members of society and global citizens of the world.

From September 2020, we are required, by the Department of Education, to deliver relationships education.

## **POLICY FORMATION AND CONSULTATION PROCESS**

This policy was written in conjunction with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' *Department of Education document 2019*.

Other documents that informed this RSE policy include:

- Equality Act (2010)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2022)

Guidance was taken from the PSHE Association.

<https://www.pshe-association.org.uk/system/files/Relationships%20Education%20-%20supporting%20parental%20engagement%20Primary.pdf>

The Assistant Head Pastoral/Head of PSHE will liaise with other relevant Heads of Department with regard to curriculum content and coverage, e.g. sex education in science.

## **AIMS**

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed." (DfE/RSE September 2019)

## **KEY STAGES 1 & 2**

**Aims:** The intended outcomes of our RSE programme are that pupils will:

- Understand that their body belongs to them.
- Understand that there are parts of the body which are private and should not be touched by others; but there may be medical or intimate care instances when it would be appropriate for private body parts to be touched e.g. by a medical professional, parent or carer.
- Understand that it is 'normal' to experience a range of emotions, and develop the skills to manage these feelings;
- Understand that there are many different types of family.
- Understand the characteristics of healthy family life.
- Understand and celebrate diversity.
- Understand that some people choose to identify as Lesbian, Gay, Bisexual, Transgender + (LGBT+).
- Understand the importance of respecting themselves and others, even when others may be different.
- Understand the importance of friendships, and develop the skills to manage these relationships.
- Recognise whom to trust and not to trust, and understand when and why a friendship is making them unhappy/uncomfortable.
- Understand the physical and emotional changes experienced during puberty, and develop the skills to manage these changes.
- Understand the differences between healthy and unhealthy relationships (including online), and develop the skills to manage these.
- Understand the importance of permission-seeking and giving in relationships.
- Have the knowledge of where and how to get help or advice.

## **DELIVERY AND CONTENT**

RSE is taught as an integral part of our whole school PSHE programme. PSHE is taught as an independent subject across all year groups. Weekly lessons of 50 minutes are allocated to PSHE. Up to Year Six it is taught by either the pupils' tutor or Mrs Brown (Assistant Head Pastoral). New teachers have specific orientation sessions with the Assistant Head Pastoral.

Our RSE curriculum takes into account the cultural backgrounds of all our pupils and the views of their parents/carers.

Pupils' learning is assessed by comparison with their starting points, often using baseline assessments and returning to these. Teachers also talk to the pupils and allow them to comment on their own progress through self-assessment tools. The pupils have PSHE folders in which some written work is completed. It is recognised, however, that a significant proportion of the pupils' PSHE work is via discussion, role-play, scenarios, etc. and therefore not recorded.

The following considerations apply to teaching in this subject:

- All form groups are mixed ability, and tasks and outcomes are differentiated to take this into consideration.
- Certain topics may be difficult for some pupils, so ground rules are in place to ensure confidentiality, respect and safety. Pupils are told that they are not to reveal their own sensitive personal histories or those of any other pupils during lessons. Staff may wish to use an 'ask it, basket' for pupils to write down any questions in case they are embarrassed to ask in front of their peers.
- Matters of equal opportunity are of particular importance in some topics, and staff are mindful of this.
- Staff must adhere to professional standards during discussions.
- Staff must ensure they challenge myths and misconceptions.
- Should any pupil indicate that they may be vulnerable or at risk, the safeguarding procedures outlined in the Child Protection Policy will apply.
- Outside speakers or members of the school nursing team are invited in when appropriate to supplement and enrich what is being taught. All visitors are overseen by staff members.

## **KEY STAGES 1 & 2**

Pupils will be taught about:

- The correct anatomical names for body parts.
- Personal space, privacy, and boundaries;
- Consent.
- Permission seeking and giving in relationships.
- Emotions.
- Types of families and what constitutes a 'healthy' family.
- Diversity, including LGBT+.
- Puberty.
- Healthy and unhealthy relationships.
- Bullying.
- Self-respect and respecting others.
- Stereotypes.
- Friendship.
- Staying safe online.
- How to seek help and report concerns.

Resources are carefully chosen following the Jigsaw programme as well as the PSHE Association for appropriate resources. Regular feedback is sought from teaching staff and lesson plans and resources reviewed to ensure appropriateness.

### **POLICY AVAILABILITY**

The policy is available on the school website and parents will be reminded of this at the start of the school year. Parents will also be notified before the RSE topics are covered and resources are sent home. This will help parents supplement the learning and help them manage further discussions at home.

### **PARENTAL RIGHT TO WITHDRAW FROM RELATIONSHIP AND SEX EDUCATION**

There is no parental right to withdraw their child from relationship, health or sex education which is delivered as part of the science curriculum.

Parents have an absolute right to withdraw their child from some or all of RSE lessons.

In the event that a pupil is withdrawn, the Assistant Head Pastoral will provide age-appropriate work. This work will be separate and distinct from the work on RSE. A member of the teaching staff or teaching assistant will supervise the pupil or pupils.