



Gorse Covert Primary School

Relationship and Sex Education Policy

New policy: February 2019 to fit with new RSE scheme

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1. Aims

The aims of the RSE policy is to provide a working document giving clear guidance to Governors, staff and parents on what is delivered, why it is delivered and when it will be reviewed.

The aims of relationship and sex education (RSE) at our school 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies

Gorse Covert Primary School aims to promote the spiritual, moral, cultural, mental and physical development of all learners. Opportunities are provided to prepare the children for the responsibilities and experiences of life as adults, and parents, in an ever changing society.

2. Statutory requirements

RSE is currently not compulsory in primary schools but Relationship Education is compulsory. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary 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](#).

At Gorse Covert Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with Governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The Lifestyle Team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – the policy was sent out for parents to comment on and an Open Evening was held for parents to review content and ask questions.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in Year 5 and 6 also receive stand-alone sex education sessions delivered by a trained health professional. Single sex groups will be used as and when deemed appropriate.

The teaching of RSE recognises that there are a range of values and morals held within the school community. The aim of RSE in this school is to promote the ability of pupils to make informed decisions and to enable them to determine their own values within a moral framework.

Across all Key Stages, pupils will be supported with developing the following skills:

Communication, including how to manage changing relationships and emotions

Recognising and assessing potential risks

Assertiveness

Seeking help and support when required

Informed decision-making

Self-respect and empathy for others

Recognising and maximising a healthy lifestyle

Managing conflict

Discussion and group work

These skills are taught within the context of a stable, loving and supportive relationship within families.

6. Roles and responsibilities

6.1 The governing body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

6.2 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/non-science] components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

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

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.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE but not from relationship education.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

As a school we acknowledge and celebrate cultural and religious diversity and are sensitive to any issues such diversity may bring in relation to RSE.

Alternative work will be given to pupils who are withdrawn from RSE.

8. Monitoring arrangements

The delivery of RSE is monitored by the Lifestyle Team through:

- Planning and work scrutinies
- Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Lifestyle Team every 3 years. At every review, the policy will be approved by the governing body.