

# **Cowling Community Primary School**



## **Policy for Relationships and Sex Education (RSE) Policy March 2024**

**Review date: March 2025**

# **Rationale and ethos**

This policy covers our school's approach to teaching Relationships and Sex Education at Cowling Community Primary School. It was produced by the RSE/PSHE lead through consultation with the staff, pupils and parents. We define 'relationships and sex education' as the building blocks needed to make sensible choices, to make and sustain healthy relationships and to prepare them for their physical and emotional development from puberty into adult life.

We believe relationships and sex education is important for our pupils and our school because 'we want to support all young people to be happy, healthy and safe-we want to equip them for adult life and to make positive contributions to society.' (DfE April 2019).

We view the partnership of home and school as vital in providing the context for our RSE curriculum.

Our school's overarching aims for our pupils are:-

To deliver an exciting, inspiring curriculum providing opportunities and opening children's eyes to the world.

To ensure children value difference and show high levels of respect and courtesy.

To have positive and successful home school partnerships.

To ensure our children are happy, safe and successful finding the fun in learning.

To ensure every child has the chance to shine.

To develop character enabling children to demonstrate resilience.

To encourage our children to try new things.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs (SEND) by clear, explicit and repeated teaching about relationships and sex education to avoid confusion. Pupils with learning difficulties may need to specifically learn things, which other pupils learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

RSE at Cowling Community Primary School fosters gender equality and LGBT+ equality by ensuring our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a derogatory term. Issues will be dealt with as and when it arises.

The intended outcomes of our programme are that pupils will:

- Have the knowledge and skills to form positive and healthy relationships.
- Have the knowledge and understanding of growing up in terms of both the physical and emotional changes involved from childhood to puberty, and to understand the importance of health and hygiene.
- Understand that they have the right and responsibility to examine opinions and concepts, dispel misunderstandings and explore facts.
- Have the correct vocabulary to describe themselves and their bodies.
- Develop the appropriate knowledge and understanding of sexual development and relationships (from Year 5 for puberty and Year 6 for sexual relationships).
- Value themselves and others, develop confidence and empathy to become resilient individuals.

- Develop the skills which will enable them to make positive and healthy choices to keep themselves safe.
- Have the right knowledge to make informed and responsible decisions.

## **Roles and responsibilities**

### Headteacher

It is the responsibility of the head teacher to:

- Ensure that parents and staff are informed about the RSE policy.
- Ensure that the policy is implemented effectively.
- Ensure that the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### RSE/PSHE lead

- To lead the RSE programme and support the teaching of it.
- Signpost staff to the most appropriate resources. Prioritising those that have received The PSHE Association Quality Mark.
- Ensure that members of staff are given sufficient training, so they can teach effectively and handle any issues sensitively.
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy.

### Teachers

- Are responsible for the planning and delivering of the RSE programme from the RSE/PSHE long term plan and knowledge organisers.
- All pupils make progress in achieving the expected educational outcomes.
- Teaching is delivered in a way that is accessible to all pupils with SEND.
- Liaising with the RSE lead if they feel any further training, or resources are needed.

### Governors

As well as fulfilling their legal obligations, the governing body will also ensure:

- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Clear information is provided for parents on the subject content, and the right to request that their child is withdrawn.

## **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the building blocks needed to make sensible choices, to make and sustain healthy relationships and to prepare them for their physical and emotional development from puberty into adult life. Our RSE programme is planned and delivered through weekly PSHE lessons which are supported by planning and resources from the PSHE Association. We ensure RSE is matched to the needs of our pupils through teachers adjusting planning and resources to meet the needs of their class. We use data from the Growing Up in North Yorkshire survey to ensure that our programme meets the needs of the school community. We ensure an inclusive RSE programme by having a curriculum which is made accessible to all pupils, including those with SEND. We ensure an age appropriate RSE programme by following the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance and through using lessons and resources from the primary section of the PSHE Association.

An overview of learning in each key stage / year group can be found in the PSHE Essential Knowledge document on the website. Learning about RSE in PSHE education lessons will link to/complement learning in both areas. RSE will be assessed through 'pupil voice' and 'book looks' to ensure next steps are appropriate and to make sure the children know more and remember more.

## **Safe and effective practice**

The following principles underpin high quality and effective planning and delivery of RSE lessons:

- We ensure a safe learning environment by agreeing ground rules to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils; whether intentional or not.
- We use distancing techniques such as fictional characters, case studies or cartoons to de-personalise a situation.
- Pupils' questions are handled safely and answered by providing accurate, unbiased information at an age-appropriate level.
- Pupils are able to ask questions anonymously by use of the 'Askit Basket' or Worry Monster.
- All staff teaching RSE know the policy and are supported by the RSE lead.
- All teachers consider vulnerabilities in their class and ensure inclusivity.
- Sensitive or controversial issues are handled using the guidance from the PSHE Association's 'Handling complex issues safely in the PSHE education classroom'.

## **Engaging parents and other stakeholders**

Parents and carers are informed about the RSE policy through the half-termly newsletter and workshops. The policy is available to parents and carers through the school website or a paper copy can be requested from the school office. We are committed to working closely with parents and parents to ensure they are fully aware of what is being taught, and provide additional resources and support through workshops. We notify parents when RSE is taught, by letter through Teachers 2 Parents. Parents can see resources used to teach RSE through their child's class teacher. Governors are informed of the RSE policy and curriculum through Governor's meetings and monitoring of the subject. Pupil voice (in school and through GUNY) is used to review and tailor our RSE programme to match the different needs of pupils.

## **Right to withdraw from sex education**

The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum. There is no right to withdrawal from Relationships Education or Health Education. Parents/carers have the legal right to withdraw their children from all or part of Sex Education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in national science curriculum). If a parent/carer wishes to withdraw their child from some or all of Sex Education, they can contact the headteacher, who will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex

education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

## **Safeguarding**

The RSE policy supports our school's approach to safeguarding and is informed by other policies and statutory and non-statutory guidance for schools, including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019 updated September 2021)
- Creating a PSHE education policy for your school, The PSHE Association (September 2024) .
- Keeping Children Safe in Education 2023
- Child Protection Policy
- Behaviour Policy
- Science rationale
- PSHE rationale
- Teaching and Learning Policy.

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue and they will follow the Child Protection Policy-consulting with the designated safeguarding lead.

## **Monitoring, reporting and evaluation**

The school's RSE provision is monitored and evaluated by the PSHE/RSE lead and reported on by the SEA, RSE/PSHE lead and Governors. The contribution of visitors and external agencies is monitored and evaluated by the class teacher, who shares these evaluations with the RSE/PSHE lead. Pupil voice is influential in adapting and amending planned learning activities and this is embedded in our monitoring process.

## **Policy Review**

This policy will be reviewed in March 2026.

It will be reviewed by The RSE Lead and the Governing Body. This will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.