



Aim High

Never Give Up

Follow Your Dream

Lead By Example

RSE POLICY

Ratified By	Curriculum Committee
Date	24/01/2022
Minute	8
Review Date	Spring 2023
Policy Statement	
What is the policy for?	RSE
Who has devised and contributed to this policy?	The policy has been written via a working party involving the subject leader, SLT and Governors. Staff in school have been fully consulted and parent/carers were also consulted on the policy
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	Safeguarding, PSHE, Science and other curriculum policies

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parent/carers' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	6
Appendix 1: Pupil progression.....	7
Appendix 2: Parent/carer form: withdrawal from sex education within RSE	8

1. Aims

The aims of relationships 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 sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

Norwood's approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of Healthy Schools where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live a confident, healthy and independent life now and in the future.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Norwood school we teach RSE as set out in this policy.

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy can be requested by contacting the school office.

3. Policy development

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

1. Review – a member of staff or working group 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 – parent/carers and any interested parties were invited to share their views about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. 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.

Here is a link to the Government 'Relationships and sex education (RSE) and health education' guidance.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parent/carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, Norwood have chosen to cover additional context on sex education to meet the needs of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

Norwood School takes responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. We do this through a structured programme from Reception to year 6. The school wants parent/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum.

To deliver RSE Norwood school have bought into a teaching resource named 'Kapow'. It is an adaptable scheme of work ensuring progression of skills and builds teachers subject knowledge.

<https://www.kapowprimary.com/subjects/relationships-and-sex-education/>

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, by familiar adults, to ensure that all pupils gain a full understanding.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation.

7.2 The headteacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 7).

7.3 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 parent/carers 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.

Educational staff are responsible for teaching RSE at Norwood Primary School.

7.4 Pupils

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

7.4 Parent/carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parent/carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

Inform parent/carers about the school's RSE policy and practice; this includes informing parent/carers by letter or email before beginning to teach a unit of RSE.

Answer any questions that parent/carers may have about the RSE of their child; this includes providing opportunities for parent/carers to view the resources that are used in lessons.

Take seriously any issue that parent/carers raise with teachers or governors about this policy or the arrangements for RSE in the school.

Parent/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parent/carers, they recognise the importance of this aspect of their child's education.

A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

8. Parent/carer right to withdraw

Parent/carers do not have the right to withdraw their children from relationships education.

Parent/carers have the right to withdraw their children from the, non-statutory/non-science, components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the subject leader and SLT.

The subject leader will

- Develop the school policy and review it on a yearly basis
- Ensure all members of the governing body will be offered appropriate RSE training
- Ensure that all staff are given training on the issues relating to RSE as well as how to deliver lessons on such issues
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- Support parent/carer involvement in the development of the RSE curriculum
- Ensure that personal beliefs, values and attitudes will not prevent staff from providing balanced RSE in school
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- Share the school's provision for RSE with parent/carers in order to ensure they can support this at home
- Communicate to parent/carers and additional support that is available from the school to support them with RSE at home
- Other monitoring will include planning scrutiny's and learning walks when able to do so.

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

This policy will be reviewed by the subject leader annually, at every review, the policy will be approved by the staff, governing board, parent/carers and the headteacher.