

## **Holywell Primary and Nursery School Relationships and Sex Education (RSE) Policy**

### **Introduction – Statement of values of ethos**

This policy covers our school's approach to statutory Relationships and the statutory and non-statutory aspects of sex education (RSE). We understand the purpose of this education to be to equip pupils with the knowledge, skills and positive attitudes to grow up as members of society who are empowered to make decisions about their own lives, understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others.

### **Responsibility for the policy**

The subject leader has consulted with staff, governors and parents for this area of the curriculum in creating the policy and designing curriculum content.

This RSE policy is aligned to the following school policies:

- \* PSHE Education policy
- \* Safeguarding policy
- \* Equal Opportunities policy

### **Curriculum aims**

We view the delivery of quality RSE as a tool to safeguard children. We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern.

Our curriculum is designed to promote gender equality and LGBT+ equality and this is threaded through the curriculum rather than taught as a one-off event. If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead. We are fully committed to ensuring our values and curriculum support the protected characteristics as detailed in the Equality Act 2010.

The key aim in developing this curriculum model is to meet the needs of all pupils to prepare them for adult life in Modern Britain. Our curriculum promotes the teaching of spiritual, moral, social and cultural content. In creating this policy we have consulted with staff, the governing body and parents as well as pupils, however the needs of pupils (as identified within school and following national guidance) takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.

Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

### **Legal Framework and national guidance**

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020.

This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools “flexibility to shape their curriculum according to the needs of their pupils and communities”. In primary schools this is defined as “the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline”.

The guidance should be read in conjunction with:

- \* Education Act 1996
- \* Learning and Skills Act 2000
- \* Education and Inspections Act 2006
- \* Equality Act 2010
- \* Children and Social Work Act 2017
- \* Keeping Children Safe In Education 2024

### **Curriculum content overview**

Our curriculum content follows the DfE guidance as set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* (2018). RSE is taught as part of our wider Personal, Social Health and Economic Education curriculum and an overview scheme of work is contained in the PSHE Education policy. The statutory and non-statutory aspects are clearly highlighted within this.

### **Curriculum delivery**

The curriculum content will be taught by class teachers, supported by Learning Support Assistants and senior leaders as necessary. Lessons are timetabled as part of our wider Personal, Social Health and Economic Education curriculum and an overview scheme of work is contained in the PSHE Education policy.

Teaching staff will receive training on the content of the curriculum and best practice in pedagogy for these topics, in order to best support pupils. This training will take place before the lessons commence and will be reviewed regularly.

### **How RSE is taught and learnt**

Ground rules will be agreed by pupils and teachers prior to commencement of the lessons. No personal information will be shared and distancing techniques such as using fictional case studies and the third person will be used.

Pupils will be taught that parents are a vital source of support and learning in the topic of RSE.

Our RSE lessons will be taught using a range of resources and teaching methods. Pupils are taught not only factual knowledge about the curriculum area but also to reflect on, and develop, their skills and attitudes to subject matter. This may include challenging stereotypes and learning to resist peer pressure for example.

Pupils will have the opportunity to ask any questions they have both during the lesson and via the use of a question box at the end of lessons (pupils may opt to put their initials on any question in the box as a safeguarding measure).

Staff will feed back any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.

If pupils have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the pupil involved or whether the topic is deemed to be outside of the appropriate content for that pupil's age and development in which case the question will not be answered and the pupil will receive feedback as to why. Staff have received training on the teaching and appropriate content of RSE and their judgements will be based on this professional knowledge.

We will ensure that the curriculum content is matched to the needs of our pupils through student voice, participation into curriculum design and through regular monitoring of lessons and resources used. Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers.

Resources will be differentiated for pupils with SEND as necessary, following liaison between classroom teachers and the school SENDCo. We believe the pupils with SEND have an entitlement to age and stage appropriate Relationships Education and so pupils will not be routinely removed from lessons for individual support away from their peers, but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a pupil's personal life may affect their engagement with a particular topic within RSE (for example some specific safeguarding issues), staff will work with pupils in advance to prepare them for the topic area and give the pupil ownership of how much, if any, of the lesson content they wish to access with their peers.

External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of

school teaching staff. This will ensure that content and delivery styles reflect our school approach.

Parents will be informed about the policy and lesson content both through material publicly available on our website and via invitation to discuss lesson content and resources with either the class teacher and/or subject lead. Parents will therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.

Parents have the right to withdraw their child from any Sex Education content taught in primary school which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the headteacher.

### **Review Procedures**

This policy will be reviewed biannually by the subject lead and Governing Body.

The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.