



# Wolston St Margaret's C of E Primary School

**LEARNING, BELIEVING AND ACHIEVING TOGETHER TO**

**'LET YOUR LIGHT SHINE'**

*Matthew 5:16*

## **RELATIONSHIP AND SEX EDUCATION (RSE) POLICY**

Our Christian vision shapes all that we do: Learning, Believing, and Achieving together to  
"Let your Light Shine" *(Matthew 5-16)*

Guided by our Christian values of **Honesty, Love, Courage and Community**, we encourage all to flourish. Like a lamp set high to light its surroundings, everyone – whether timid or outgoing – is called to share their light for all to see. Our vision welcomes children and adults of all faiths and none, inspiring them to live, grow, and learn together, showing the world their unique light.

## **Rationale**

At Wolston St Margaret's Primary School, we believe that relationship and sex education, as part of our personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We therefore encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we believe that this helps to develop their sense of self-worth and appreciation of what it means to be a positive member of a diverse multicultural society.

## **Aims**

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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Wolston St Margaret's Primary School we teach RSE as set out in this policy. We follow the Jigsaw PHSE scheme of learning, specifically the 'Changing Me' section during the Summer term 2 from Year R to Year 6.

This Jigsaw PSHE scheme is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013) and the 2018 guidance for Governing bodies, proprietors, head teacher, principals, senior leadership teams, teachers entitled **Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## **Policy development**

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

1. Review – a 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 – parents and any interested parties were invited to attend a meeting 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

## **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.**

## **Delivery of RSE**

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

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 family life.

## **Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

### **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 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.

## **Pupils**

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

## **Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

## **Equal Opportunities**

All children will have access to all aspects of a broad and balanced PSHE curriculum, irrespective of gender, ethnicity, class or language and which reflects their diverse heritage. The cultural background of the children will be acknowledged and respected in both the planning and the delivery of the PSHE curriculum. For further details please refer to the School's Equality Statement.

## **Special Educational Needs**

All children will be helped and encouraged to reach their full potential in activities by providing learning opportunities that match the needs of the individual. For further details please refer to the School's policies for Special Educational Needs and the Gifted and Talented policy.

## **Health and Safety**

Where appropriate, curriculum planning documentation will specify advice that relates to particular processes. For further details please refer to the School's Health and Safety Policy.

## **Assessment and Recording**

We assess the children's work whilst observing them work on a range of tasks. Teachers record progress made by children against the learning intentions set out in the unit of work they are teaching. The teacher will assess whether the child is working at an emerging level, the expected level or has exceeded expectations. For further details please refer to the School's Assessment Policy. The delivery of RSE is monitored by the subject leader, the Deputy Head teacher through:

- Planning trawls
- Learning walks
- Pupil interviews
- Staff discussion
- Parent discussion

## **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 head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where necessary.

## **Monitoring and Review**

Responsibility for monitoring and evaluating the effects of this policy, including the standards of children's work and the quality of teaching is the responsibility of the PSHE subject leader. Regular reviews and reports will be made to the Governing Body in order for them to monitor the impact of this policy.

This policy will be reviewed annually.