Relationships and Sex Education Policy.
RSE
2024-2025

This is a Statutory Policy
This policy was adopted in September 2022 and in consultation with staff and Governors.

It was ratified by the Board of Governors on

REVIEW: This policy will be reviewed annually (next review July 2025)

APPROVAL: Headteacher & staff plus governors from the Personnel, Finance and Premises Committee.

AGREED:

Chair of governors: _____

Headteacher: _____

RSE Policy

This policy should be read in conjunction with the following policies:
PHSE, Science, SMSC, Behaviour, Anti-Bullying, Equality and Diversity, Child Protection, Safeguarding and Online Safety.

1. AIMS AND PROPERTIES FOR SUBJECT TEACHING AND LEARNING

Definition of Relationships and Sex Education

It is lifelong learning about physical, moral and emotional development in caring, loving and stable relationships.

Relationships and Sex Education have three main elements that we aim to teach:

Attitudes and values

- learning the importance of values including family life and loving stable relationships.
- learning the value of respect, love and care.
- exploring, considering and understanding moral dilemmas.

Personal and social skills

- learning to manage emotions and relationships.
- developing self-respect and empathy for others.
- learning to make choices based on an understanding of difference.
- learning to recognise and deal with conflict within relationships.
- to help children to acquire important life skills such as decision making, communication and assertiveness.

Knowledge and Understanding

- learning and understanding about growing and changing.
- to encourage the use of the correct vocabulary.
- generate an atmosphere where children feel safe to ask questions and raise concerns.

Teaching about families requires sensitive and well-judged teaching based on knowledge of children and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

2. LEGAL REQUIREMENTS

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
Section 80A of the Education Act 2002
Children and Social Work Act 2017
The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
Equality Act 2010
DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
DfE (2013) 'Science programmes of study: key stages 1 and 2'
DfE (2020) 'Teaching about relationships, sex and health'

Relationship and Sex Education at Broomgrove is integrated as far as possible into the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Science.

Effective Relationship and Sex Education at an early age (during the primary years) will help to combat ignorance, exploitation and increase knowledge and understanding. The emphasis will be on the skills, attitudes and insights that children need in order to form loving and caring relationships themselves and, in turn, assist them in making sense of the human relationships they see around them. This will help them to be discriminating about the different and sometimes conflicting messages they are surrounded by in their environment- the media, peer groups and parents – about relationships and sexuality.

PHSE

It is a statutory requirement to teach Health Education and Relationships Education aspects of PHSE in primary schools (from September 2020)

KS1
Whilst the core RSE content is delivered through the PHSE curriculum, the children build knowledge and understanding of key concepts such as self-esteem, how to develop caring and and healthy relationships, how to enhance their own sense of self in regard to body imagine and how to develop assertiveness skills in keeping themselves safe and respected. This work underpins the explicit RSE content and is part of a holistic approach to RSE teaching and learning. Below is a table that shows specific RSE learning intentions for Year 1 and Year 2 in relation to human bodies in the Growing and Changing unit of work taught in the summer.

		Learning intention Children will be able to….
Year 1	Growing and Changing	name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

		Respect my body and understand which parts are private
Year 2	Growing and Changing	name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Respect my body and understand which parts are private Know about growing and changing from young to old and how people's needs change

In these lessons, we adapt the lesson content and use the term 'private parts' when talking about the human bodies. However, teachers will use the correct names as detailed above if discussions are extended or direct questions are asked.

Science

Year 1 Statutory Requirements
Pupils should be taught to:

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes and guidance (non-statutory)
Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes

Year 2 Statutory Requirements
Pupils should be taught to:

notice that animals, including humans, have offspring which grow into adults
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)
Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Early Years
Children learn about the concept of male and female and about young animals. Through the curriculum, they develop skills to form friendships and think about relationships with others.

3. SPECIFIC ISSUES STATEMENTS

Responding to questions
If questions arise as part of a topic, they will be answered in a sensitive, appropriate way, with the class teacher best placed to decide at what level discussion should be aimed for each class, group or individual child. Questions raised within or outside the planned relationship and sex education programme will be answered using the professional judgement of the member of staff. It may be that a teacher suggests that it is a topic to be discussed with parent or carer. For example, a child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion, and refer to the Headteacher or Senior Leader if they are concerned.

Safeguarding
When an individual pupil with particular concerns approaches a member of staff, confidentiality cannot be guaranteed. This would be when the matter, in the judgement of the staff member, needs to be referred to the Head teacher or the parents. There may also be occasions when the school needs to comply with the child protection procedures

Any disclosures made to members of staff are directed to the Designated Safeguarding Lead (DSL), who will follow all safeguarding protocols as appropriate.

Visitors
Visitors may include, for example: parents, the school nurse or health visitor. All visitors must work within the school's aims, policies and codes of conduct. They will follow an agreed plan and fit in with the school's ethos. A teacher will always be present with a visitor.

Parents, including the right to withdraw
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education. As a school, we will inform parents about what we are covering to help put parents at ease. We value parents' views and opinions and we will endeavour to reassure and answer any concerns they may have.

Review
This policy will be reviewed as part of the subject development programme. It will reviewed annually taking into account the school's development plan and new local or national curriculum requirements.