

Relationships and Sex Education (RSE) Policy

RSE is taught within the Personal, Social and Health Education (PSHE) curriculum.

Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE) and Physical Education (PE).

Pupils may also receive stand-alone sex education sessions.

What is RSE?

RSE is learning about the emotional, social, and physical aspects of growing up. It is about relationships. It is about health.

It will equip children with accurate information, positive values, and the skills to enjoy healthy, safe, and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

How is it taught?

Our vision at Meadowfield is based around four key concepts:

- communication
- self-worth
- resilience
- ambition

These ideals underpin our entire curriculum, ensuring that the 'whole child' is at the centre of what we do.

RSE at Meadowfield is taught in a way which is complementary to our vision and to the wider ethos, values, and principles of our school. It includes learning about the body, feelings, beliefs, relationships, rights, and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, asking questions, developing skills, and forming positive beliefs, values, and attitudes.

Opportunities to enrich the teaching of RSE can be identified in other curriculum areas, such as Drama, Art, Literacy, IT etc. Where we feel that they can contribute to a child's knowledge and understanding of his or her own body, and how it is changing and developing, or to ideas about feelings, emotional responses, and ways of dealing with different situations, we will use these other subjects.

Also, since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including life in the playground.

Our aims

We aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

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

Our Aims are:

- To sensitively meet the needs of our children in partnership with parents/carers.
- To enable young people to make responsible and informed decisions about their lives.
- To prepare pupils to cope with the physical and emotional challenges of growing up.
- To offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To give pupils an elementary understanding of human reproduction
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses
- To allow children to be able to recognise unhealthy relationships and peer-on-peer abuse, and to have the confidence to speak about it to a trusted adult

How is RSE provided

To support PSHE at Meadowfield we use two schemes of work called 'You, Me, PSHE' and Discovery Education which map out a grid of lessons or units of age appropriate learning for each year group which returns to themes and progresses as children move through the school.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|---|---|---|--|--|--|
| Aut 1 | Physical health and wellbeing Fun times | Physical health and wellbeing What keeps me healthy? | Drug, alcohol and tobacco education Tobacco is a drug | Identity, society and equality Democracy | Physical health and wellbeing In the media | Sex and relationship education Healthy relationships / How a baby is made |
| Aut 2 | Keeping safe and managing risk Feeling safe | Mental health and emotional wellbeing Friendship | Keeping safe and managing risk Bullying - see it, say it, stop it | Drug, alcohol and tobacco education Making choices | Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia) | Sex and relationship education Healthy relationships / How a baby is made |
| Spr 1 | Identity, society and equality Me and others | Sex and relationship education Boys and girls, families | Mental health and emotional wellbeing Strengths and challenges | Physical health and wellbeing What is important to me? | Keeping safe and managing risk When things go wrong | Drug, alcohol and tobacco education Weighing up risk |
| Spr 2 | Drug, alcohol and tobacco education What do we put into and on to bodies? | Sex and relationship education Boys and girls, families | Identity, society and equality Celebrating difference | Keeping safe and managing risk Playing safe | Mental health and emotional wellbeing Dealing with feelings | Identity, society and equality Human rights |
| Sum 1 | Mental health and emotional wellbeing Feelings | Keeping safe and managing risk Indoors and outdoors | Careers, financial capability and economic wellbeing Saving, spending and budgeting | Sex and relationship education Growing up and changing | Drug, alcohol and tobacco education Different influences | Mental health and emotional wellbeing Healthy minds |
| Sum 2 | Careers, financial capability and economic wellbeing My money | Drug, alcohol and tobacco education Medicines and me | Physical health and wellbeing What helps me choose? | Sex and relationship education Growing up and changing | Careers, financial capability and economic wellbeing Borrowing and earning money | Keeping safe and managing risk Keeping safe - out and about FGM |

Vocabulary

Children will be introduced, at appropriate stages, to the correct terminology in their PSHE and RSE lessons, including the learning linked to sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussions, correct biological terms will be used at all times for teaching across the school.

Lesson content

Parents will be informed BEFORE a Sex Education unit of learning is taught. They will be given a basic overview of the content of the series of lessons and a short list of resources that might be used. They will be directed to the appropriate websites and encouraged to talk to teachers about how they can support their child.

Responsibilities and Rights

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

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

Staff: All staff are responsible for delivering RSE in a sensitive way and for modelling positive attitudes. They monitor progress and respond to the needs of individual pupils, including responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE but those who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Staff are trained in the delivery of RSE as part of our continuing professional development. The headteacher could also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Parents/Carers: Parents/carers should take up the opportunity to be involved in the consultation process at each stage. They should read the RSE policy, so they are familiar with what is being taught, ask questions and share their opinions. Parents/carers with any questions are encouraged to read the RSE policy and overview sheets, then speak to their child's class teacher or contact info@mps.rklt.co.uk.

PARENTS/CARERS RIGHT: you **cannot** withdraw your child from PSHE or Relationships Education, nor can you withdraw them from the Health and Biology learning which is part of the Science curriculum, covering human development and reproduction. However, **you can ask the headteacher** that your child is withdrawn from **some or all** of the Sex Education lessons.

Requests should be put in writing and addressed to the Headteacher.

Before doing so, parents/carers are encouraged to talk to the class teacher and/or view the teaching resources/lesson content to be used to best inform their decision.

Rights

Meadowfield is a 'Rights Respecting' school. This policy has children's rights at its heart and it is the responsibility of all named parties to ensure that these rights are not violated. The PSHE curriculum is taught in line with our commitment to Equality of Opportunity and adheres at all times to the legal responsibilities set out in the Equality Act 2010.

The Act protects pupils from discrimination and harassment based on 'protected characteristics'. The protected characteristics for school provision are:

• Disability. • Gender reassignment. • Pregnancy and maternity. • Race. • Religion or belief. • Sex. • Sexual orientation

Disclosure

During, or after, a PSHE or Sex Education lesson, if a child makes a disclosure (a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, for example) the teacher will take the comments seriously, talk to the child as a matter of urgency, and deal with it as an issue of child protection following the systems and protocols agreed in the schools Child Protection policy. They will inform the designated person responsible for child protection, the Safeguarding Lead, and/or the Head Teacher.

At Meadowfield, safeguarding is at the heart of all we do. Considering recent government monitoring around harmful sexual behaviour in school, we will be monitoring any behaviours that are linked to the use of sexualised language, threat of sexual violence or behaviours that may occur in school. Although very rare, we will deal with these matters sensitively and in line with school safeguarding and child protection guidance. A designated person responsible for child protection will support in addressing any incident in school. To read the government report click [here](#)

How is RSE monitored and evaluated?

The delivery of RSE is monitored by the PSHE Leader. Monitoring arrangements consist of planning and book scrutiny, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Claire Hicks is the Link Governor for RSE

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

Reviewed: July 22

Date of next review: July 2023

Consultation:

This policy has been developed in consultation with staff, pupils and parents. Consultation was carried out on-line, through the school website, face-to-face at Parents Evening, and through 'drop-in' opportunities.

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/governor consultation – all school staff and school governors were given the opportunity to look at the policy and make recommendations
3. Parent/Carer/Stakeholder consultation – parents/carers and any interested parties, including faith groups are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – pupils were consulted through lessons in school. They were asked to reflect on whether the content of lessons and teaching approach gave them the information they needed and answered their immediate questions.
5. Ratification – once amendments were made, the policy was shared with the Governing Board and ratified.

