

## Seghill First School

### Relationship and sex education policy

#### 1. 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

#### 2. Statutory requirements

RSE is not compulsory in primary schools. **However, primary schools are required to teach the elements of sex education contained in the science curriculum.**

Please note: National Curriculum 2014: Y2 - notice that animals, including humans, have offspring which grow into adults. 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.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Seghill First School we teach RSE as set out in this policy.

#### 3. 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 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 consultation – parents and any interested parties were invited to annotate a draft edition of our policy and their views were used to inform the final 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, 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.**

#### 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

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 and living within a community.

## **6. Roles and responsibilities**

### **6.1 The governing body**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

### **6.2 The 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 (see section 7).

### **6.3 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 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. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **6.4 Pupils**

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

## **7. 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 headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

## 8. Training

Staff will be trained on the delivery of RSE as it is included in our continuing professional development calendar.

The headteacher 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.

## 9. Monitoring arrangements

The delivery of RSE is monitored by Mrs Lyons (PSHE and RE subject lead) and Miss Chappell (Headteacher) through-

- planning scrutinies;
- learning walks;
- learning observations;
- scrutinies of pupil's books;
- pupil discussions, etc.

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

This policy will be reviewed by Mrs Lyons (PSHE and RE subject lead) and Miss Chappell (Headteacher) annually (or sooner if the need arises). At every review, the policy will be approved by the governing body and the headteacher.

### Document Record

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption by Seghill First School</b>	<b>Date of next review</b>
1.0	Policy and procedure reviewed and no changes made.	07 February 2024	February 2025