



Havannah Primary School

RSE

Policy

2024

Reviewed in: February 2024

Next review date: February 2025

RSE Policy

Havannah Primary School will provide the best start to life for all of the pupils in its care. The staff and governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development and individuality of the whole child
- Outstanding learning delivered through outstanding teaching
- Keeping at the forefront of, as well as leading, educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents and valuing the contribution made to their child's education
- A commitment to the safeguarding and well-being of all children and stakeholders

Our Values to underpin the RSE Curriculum:

Respect

Equality

Determination

Honesty

Courage

Compassion

Introduction

Havannah Primary School is an equal opportunities school and PSHE should be taught in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.

- Children have opportunities to share cultural and other experiences in the classroom.

Havannah Primary School is a Rights Respecting School and therefore this policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Havannah Primary School is a school that holds values central to all of its work and therefore this RSE policy must be applied in line with the school's values system. This philosophy is essential to this RSE policy and all named parties need to be guided by this principle when applying this policy.

Aims

The aims of relationships 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

Statutory Requirements

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2020.

The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

At Havannah Primary School, we teach RSE as set out in this policy.

Policy Requirement

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/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their RSE during the lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE (formerly SRE) 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 education (PSHE) curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Across all Key Stages, pupils will be supported with developing the following skills:

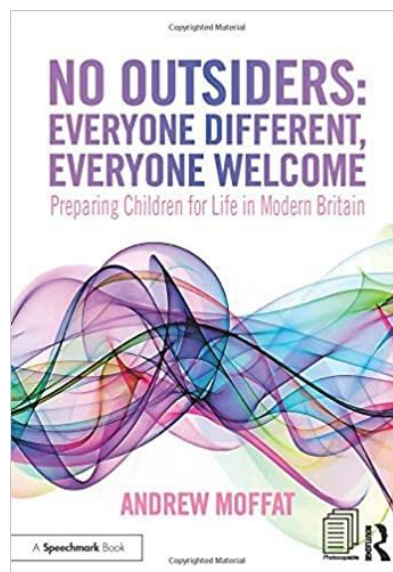
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

At Havannah Primary School, we follow The Christopher Winter Project scheme of work (Teaching SRE with Confidence in Primary Schools). CWP have been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in relationships and sex education. CWP's success is based on a thorough understanding of what constitutes effective RSE for both teachers and pupils. All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE.



Alongside this we follow the “No Outsiders: Everyone Different, Everyone Welcome” scheme of work.



The aim of the program is to prepare young people and adults for life as global citizens by:

- Teaching children about the Equality Act 2010 and British Values
- Reducing vulnerability to radicalisation and extremism
- Preparing children for a life in modern Britain
- Teaching children to be proud of who they are while recognising and celebrating difference and diversity
- Developing resilience in children
- Creating a positive school ethos where everyone feels they belong

The No Outsiders resource includes lesson plans based on children’s picture books. The class discussion is child-led and offers opportunity for the children to make observations and consider the simple messages in the text, which link to the Equality Act in an age appropriate way.

We have a selection of 42 age appropriate children's books, covering EYFS to Year 6. It encourages children to explore identities, focus on diversity and embrace difference.

Roles and Responsibilities

The Governing Body

The governing body has delegated the approval of this policy to the headteacher.

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.

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.

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. Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

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.

The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSE policy will be shared with any parents who wish to withdraw their child.

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 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.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leader through:

Monitoring arrangements consist of planning and book scrutinies, learning walks and pupil voice.

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

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