



RSE Policy

Relationships and Sex Education

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Contents

Introductory statement.....	3
Policy Statement.....	3
Subject content.....	3
Subject delivery.....	4

Introductory statement

This policy covers Kingfisher School's whole school approach to Relationships and Sex Education (RSE).

RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. At Kingfisher school we feel it is important to support our pupils with this in the most appropriate way taking into account of each child's level of development and individual need.

All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

Policy Statement

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy, Behaviour Policy, Child Protection and Safeguarding Policy, and the ICT - Acceptable Usage Policy

At Kingfisher School, we use a gender equity and human rights framework for RSE. We take a positive, inclusive and affirmative approach that accepts children's and young people's experiences and enables them to be explored sensitively.

We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to (secondary aged pupil statements in red only taught where stage appropriate):

- Value their health (including sexual health) wellbeing and dignity
- Build self-esteem and self-worth
- Accept and value their personal identity (sexual identity) and the personal identities/sexual identities of others
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives
- Build positive relationships online and offline

High quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

Our curriculum programme is developed collectively by all our teaching staff to ensure all ages and stages of development are represented and every child has access to this curriculum, appropriate to their individual needs.

At Kingfisher School, we teach to the learning objectives and content outlined in the DfE Relationships Education, RSE and Health Education Guidance which we have fully integrated into our own school curriculum (Learning Journeys). All content will be delivered in a timely way and will be age and stage appropriate based on the needs of each individual.

Subject delivery

RSE will be delivered at Kingfisher School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will not artificially separate learning about real life and online relationships when it is appropriate to integrate this teaching and explore a topic in both contexts. Where an issue is experienced exclusively or disproportionately in an online context, this will be drawn out.

We sometimes also use external agencies, where appropriate, to deliver aspects of Relationships and Sex Education (see 'Working with visitors and external agencies' section below).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate. School staff will not express or be expected to express their personal views or beliefs when delivering the programme.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up to date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

Monitoring and Evaluation

RSE is part of our learning cycle which undergoes regular monitoring and evaluating.

This policy will be reviewed by the school's leadership team in conjunction with Teachers and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any amendments clearly communicated.

Pupil voice

Throughout our RSE scheme of work we embed pupil voice practices wherever possible appropriate to the pupils age and stage of development. Where appropriate, ground rules for pupils will be set at the beginning of each unit of work. Once ground rules have been set, we will check they are in place throughout the scheme.

We aim to:

- Enable pupils to express their views on the range of topics and issues that RSE covers.
- Ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed appropriately and without delay.
- Ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

We aim to:

- Ensure pupils have every opportunity to ask any question they might have and to avoid loss of dignity for all

- Offer pupils the chance to contribute questions anonymously in advance of specific lessons (e.g. On puberty). This will enable staff to research questions and respond with factually accurate information.
- When relevant and appropriate, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. If school staff do not feel in a position to immediately address questions, they may defer a question and seek more information before responding to pupils.
- Always answer questions in an age and developmentally appropriate way
- Inform parents/carers if staff have concerns about pupil contributions or questions and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.
- Have an open approach to answering questions preventing pupils from learning inaccurate or harmful information online or from peers and older pupils.

Working with parents/carers

Successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers.

See below for how we work with parents/carers to ensure that they are aware of what we teach and when.

- If parents/carers have any concerns or special circumstances that the school should be aware of, or would like any further information about the curriculum, we can designate a time for them to come into school and address any issues.
- Parental right to request their child be excused from sex education.
- As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.
- Parents/carers do not have a right to withdraw their child from relationships education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.
- Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Working with visitors and external agencies

From time-to-time Kingfisher School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors may include social workers, community police officers, theatre companies and charities such as NSPCC.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

Safeguarding and child protection

Kingfisher School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (September 2019).

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences.

RSE helps children to

- Understand the difference between healthy and abusive relationships
- Understand how to get help if they are experiencing abuse or have experienced abuse.

In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Kingfisher School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

Reference:

This information complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance.

Department for Education (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Available at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Glossary and appendix:

1 LGBT+ refers to people who identify as lesbian, gay, bisexual, or transgender, and to people with gender expressions outside traditional norms, including nonbinary, intersex, and other queer people (and those questioning their gender identity or sexual orientation).

2 <https://www.sexeducationforum.org.uk/resources/evidence/sre-evidence> - Briefing which aims to provide an accessible and accurate summary of the research evidence relating to relationships and sex education (RSE), particularly the contribution of RSE to behaviour change. It includes findings about RSE from the third British National Survey of Sexual Attitudes and Lifestyles (Natsal)