

Relationship Sex Education (RSE)

Policy number	PS31
Policy name	Relationship Sex Education (RSE)
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Owner	Headteacher
Reviewing Body	School Governing Body

1.0 Aims

1.1 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

2.0 Statutory Requirements

2.1 As a non-maintained all through school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

2.2 In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Portfield School we teach RSE as set out in this policy.

3.0 Definition

3.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

3.2 RSE involves a combination of sharing information and exploring issues and values.

3.3 RSE is not about the promotion of sexual activity.

4.0 Curriculum

4.1 Our curriculum is set out according to the age, development stage and needs of each individual student, we will follow the National Curriculum Objectives for teaching RSE in line with the National Curriculum area that the student is accessing in other subject areas. We may adapt this according to the developmental needs of the students as and when necessary.

4.2 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

4.3 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see the end of Key Stage expectations in Appendix 1.

4.4 Secondary sex education will focus on:

- Intimate and sexual relationships, including sexual health
- Staying safe including Internet Safety, consent and how to get help

4.5 For more information about our curriculum, see the end of Key Stage expectations in Appendix 1.

5.0 Delivery of RSE

5.1 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).

5.2 Pupils also receive stand-alone sex education sessions delivered by a trained teaching professional with additional support from external agencies, as appropriate.

5.3 The Primary Phase will cover:

- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Puberty

5.4 The Secondary Phase will cover:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

5.5 Intimate and sexual relationships, including sexual health

5.6 For more information about our RSE curriculum, see Appendix 1 which details the expectations for the end of a Key Stage, the Programme of Study for PSHE and the Programme of Study for students with SEND.

5.7 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.0 Roles and Responsibilities

6.1 The Governing Body

6.1.1 The governing board will approve the RSE policy and hold the headteacher to account for its implementation. A named governor will be responsible for the quality assurance of the policy.

6.2 The Headteacher

6.2.1 The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

6.3 Staff

6.3.1 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/non-science components of RSE

6.3.2 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.

6.3.3 The staff members responsible for coordinating RSE across the school are the Deputy Headteacher, the Assistant Headteacher Primary Phase and the Assistant Headteacher Secondary Phase. All teaching staff responsible for delivering the RSE curriculum will receive training at least annually. Any questions regarding this policy or the RSE curriculum should be directed to the Deputy Headteacher or Headteacher.

6.4 Pupils

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

7.0 **Parents' Right to Withdraw**

7.1 The Primary Phase (ages 4 – 11)

7.1.1 Parents do not have the right to withdraw their children from relationships education.

7.1.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

7.1.3 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

7.1.4 Alternative work will be given to pupils who are withdrawn from sex education.

7.2 The Secondary Phase (ages 11-19)

- 7.2.1 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- 7.2.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.
- 7.2.3 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.
- 7.2.4 This action can include but is not limited to:
- Arranging for materials to be sent home to parents.
 - Arranging for 1:1 RSE sessions for the student
 - Arranging for parental session with teaching staff to discuss the delivery and content.
 - Providing extra Science lesson to ensure that statutory content is covered, and the student is given time to ask relevant questions.
- 7.2.5 Alternative work will be given to pupils who are withdrawn from sex education.

8.0 Training

- 8.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 8.2 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.

9.0 Monitoring and Review

- 9.1 The delivery of RSE is monitored by the Deputy Headteacher through:
- Planning scrutinies,
 - Learning walks,
 - Lesson observations
 - Work scrutinies
 - Student Voice
- 9.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- 9.3 This policy will be reviewed by the Deputy Head Teacher at least every two years. At every review, the policy will be approved by the governing board and the Head Teacher.

