



Relationships and Sex Education (RSE) Policy

Updated: 12-24
Prepared by: SAC/LIA/TZL

Next Review: 12-25
Approved by: Governors

This Policy applies throughout the School from the EYFS to Year 6.

Introduction

We believe that relationships education 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. In our school, we believe that there is a need to teach age and developmentally appropriate sex education as part of our relationships education.

The Cavendish School believes that all children and young people have the right to a holistic, inclusive and needs-led relationships education. We believe that through providing high quality relationships education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference.

Our relationships education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We are committed to a relationships education that makes every pupil feel valued and included and is relevant to them. We will ensure that we take into account the religious and cultural background of all pupils when teaching relationships education.

This policy was produced in consultation with our staff, board of Governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver relationships education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

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 programme continues to meet the needs of our pupils.

Aims and objectives for RSE

To cover the curriculum content in the RSE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise, understand and value their health, wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal identity and the identities of others
- Explore a range of family structures, including LGBT+ families and other family structures

- 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
- How our bodies change as we enter puberty, including hygiene needs and menstruation
- Human reproduction and different ways to start a family

The teaching programme for RSE

Legal requirements

Relationships education is compulsory in all primary schools in England.

EYFS (ages 3-5)

Children learn about the concept of male and female in humans and young animals. In ongoing Personal, Social and Education Development (PSED) in Reception and Nursery, they cultivate skills to form friendships and think about relationships with others, as well as developing sensitivity towards the feelings and needs of others.

Key Stage 1 (ages 5-7)

Through work in science, pupils learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In religious education (RE) and PSHE, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety both on and offline.

Terminology

As part of the 'Healthy Bodies, Healthy Minds' topic in PSHE, KS1 pupils will be encouraged to discuss the words they use for all areas of the body, including their genitalia. For safeguarding reasons, we also make reference to 'private parts'. However, the teacher will introduce the correct scientific vocabulary (e.g. breasts, vagina and penis) and use these words when appropriate. This is in line with our PSHE curriculum.

Key Stage 2 (ages 7-11)

In science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby, in Year 6. Pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge. As part of our PSHE curriculum, in Year 6, pupils will be taught about the impact of starting a family.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what is not acceptable language. We recognise that the correct language used for body parts can be a key part in helping young people protect themselves from sexual assault.

This content has been agreed in consultation with teaching staff.

The organisation of RSE

The Science and PSHE Coordinators are the designated teachers with responsibility for coordinating RSE.

RSE is delivered through science, RE, PSHE, literacy activities and circle time. RSE is taught by the specialist science teacher in KS2 alongside the class teachers, teaching assistants and, if appropriate, outside visitors such as health professionals. There should always be more than one adult in the room when teaching the sexual health and reproduction topics.

The Discovery Education platform may aid teachers in the delivery of the RSE curriculum. Discovery Education includes audio/visual materials, discussion facilitators, relevant case studies and drama/role-play activities. We monitor, evaluate and annually review our RSE curriculum. We ensure that all staff are up to date with policy changes and guidance relating to RSE. We are sensitive to the fact that personal beliefs and attitudes could make it difficult for them to provide a balanced delivery of the RSE curriculum in School and we will endeavor to support them to do so.

Parental consultation

A letter and PowerPoint will be sent out to parents a week preceding topics which include topics such as, but not exclusive to puberty, menstruation and reproduction. This will allow parents time to ask questions or voice concerns which we can address. All RSE lessons throughout the school are compulsory for all pupils, with the exception of one lesson on sexual intercourse/reproduction in Year 6, which parents have the right to withdraw their child from if they so wish. Information on how to do so will be given to parents alongside the information listed above. A request to withdraw from an RSE lesson may, in certain circumstances, raise a potential safeguarding concern, which will be addressed by the Designated Safeguarding Lead (DSL).

Child protection/confidentiality

Teaching staff need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to the disclosure of a child protection issue. The staff member will inform the Head/DSL in line with the School's policy and the relevant local authority procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. If a member of staff tells a pupil that they cannot promise confidentiality and the pupil then declines to continue to discuss or disclose, this should be taken as a warning sign and needs to be recorded and referred to the DSL as a safeguarding concern.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. These ground rules will be discussed and agreed by all staff delivering the RSE curriculum.

A successful distancing technique is the use of a 'question box'. All class teachers will have such boxes in their classrooms, where pupils can post questions anonymously if they wish. Teaching staff will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, they will answer the question individually, if not anonymous. They will let Head/DSL know if such a conversation is to take place. The conversation between the staff and pupil should then be recorded on CPOMs, where the Head/DSL will be alerted.

Transgender recognition and support

Transgender is addressed in an age-appropriate way within the RSE curriculum. Staff will ensure that pupils who raise transgender questions are dealt with sensitively and inclusively and are reassured that it is a valid identity choice. Staff will support, inform, protect and enable pupils questioning their gender identity to achieve their full educational potential in an age appropriate way.

Use of visitors

'Visitors should complement but never substitute or replace planned provision.' It is the PSHE coordinator's and teachers' responsibility to plan the curriculum and lessons. (DfE 0116/2000, p.29 6.11).

When appropriate, visitors such as doctors, midwives or nurses may be involved in the delivery of RSE, particularly in Key Stage 2.

Pupils with special educational needs and disabilities (SEND)

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to all elements of the RSE curriculum. Staff are aware that pupils with SEND are more vulnerable to abuse and therefore, will ensure that they understand as fully as possible the content of this curriculum.

Monitoring and evaluation

Monitoring is the responsibility of the Senior Leadership Team (SLT), together with the Science and PSHE Coordinators and teaching staff with responsibility for RSE.

The School will assess the effectiveness of the aims, content and methods in promoting students' learning, predominantly through lesson observation and the evaluation of teachers' planning. The effectiveness of the RSE programme will be evaluated by assessing pupils' learning, listening to pupils' discussions and responses to Pupil Voice questionnaires. Change will be implemented if required.

Linked policies

- Anti-Bullying Policy for Pupils
- Behaviour Policy
- Curriculum and Teaching and Learning Policy
- Equal Opportunities Policy for Pupils
- IT & Acceptable Use Policy
- PSHE Policy
- Safeguarding and Child Protection Policy

- Science Subject Policy
- SEND Policy