

# Mauldeth Road Primary School

## Draft Relationship & Sex Education (RSE) Policy

**Date: September 2021**

**Review Date: Summer 2023**

### Context

Relationship & Sex Education is a key aspect of our Personal, Social and Health Education curriculum. It is a valuable means by which to promote self esteem and emotional health and well-being and to assist children in appreciating the qualities of strong and genuine relationships. We can use it to build up children's self-esteem, their sense of personal worth and respect for themselves and others.

### Legal Requirements

These form two parts

a) National Curriculum Science – Sex Education (statutory) The formal sex education elements of the National Curriculum Science Orders across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of sex education. These can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

b) All primary schools must deliver RSE. The parental right to withdraw from those parts of sex education beyond what is covered in National Curriculum Science remains in primary school. Written consent will be sought from parents before these lessons are delivered.

### The Equality Act 2010

Under this Act, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of:-

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## **OFSTED**

In December 2013 Ofsted updated its supplementary subject specific guidance and grade descriptors for PSHE education which states:

“The imaginative and stimulating PSHE education curriculum is skillfully designed, taking into account local health and social data and the full range of pupils’ needs, interests and aspirations. The programme ensures highly effective continuity and progression in pupils’ learning across the key stages. The programme is explicit, comprehensive and coherent and the statutory elements of relationship and sex education (RSE) are fully met”.

## **Aims**

Relationships education should prepare children to:

- Develop a self respect which reflects a healthy and positive view of themselves
- Develop resilience in the face of challenge or emotionally demanding situations.
- Understand what makes for a healthy and respectful relationship and recognise the features of the different types of genuine attachment that can exist with peers, families and in true friendships.
- Understand that there are many forms of family and to show respect for others whose families differ in some way from their own
- Understand the values such as honesty, respect and genuine care that make for wholesome relationships and true friendships.
- Recognise exploitative or overbearing behaviours in relationships which are unhealthy and develop the skills, knowledge and confidence to deal with these.
- Respect the needs and views of others around them
- Recognise and report emotional, physical and sexual abuse.

## **Values**

Our RSE curriculum reflects our school values of kindness, courtesy and cooperation, and is underpinned by an approach which promotes both equality and respect. We seek to prepare pupils with the knowledge and skills to enable them to make informed and responsible choices, taking into account their physical, moral and cultural development. Our school will encourage pupils and adults to talk honestly. When children raise issues, these will be addressed, taking into account the maturity of the child and the nature of the issue. Every pupil should receive their full entitlement to RSE regardless of their gender, race, ethnicity, faith or sexual orientation and those with special educational needs have the same entitlements as others to be fully included in our RSE provision.

## **Curriculum**

Our curriculum plan is laid out in the accompanying scheme of work. It shows what will be taught at different age groups and how.

## **Difficult Questions**

Teachers need to be aware of sensitive issues and questions that may arise through the teaching of RSE. Teachers will be supported appropriately by senior staff and the following guidance.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Make clear that personal questions should not be asked, use of a question box or provision for children to ask the teacher verbally on an individual basis after the lesson.
- Teachers should acknowledge when they do not know answers to questions.
- Overly explicit or age-inappropriate questions should be acknowledged with attention offered later on an individual basis.
- If a question is raised that alerts a member of staff that a pupil is at risk of abuse, then the school's Child Protection Procedures should be followed.
- Make explicit that pupils should not give out personal information in class but could speak to a trusted member of staff once this can be done with appropriate privacy

## **Confidentiality**

Pupils should be encouraged to discuss issues of concern to them, but should be aware that teachers cannot promise unconditional confidentiality if what they say gives rise to a safeguarding concern.

## **Related Policies**

PSHE - Relationship and Sex Education is a part of the PSHE curriculum and should be read in conjunction with the PSHE curriculum

Anti-bullying and Safeguarding - this policy should be read in conjunction with the Anti-bullying and Safeguarding policies