



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

Raysfield Primary School

RELATIONSHIPS and SEX EDUCATION POLICY

Signed (Chair):	Name: David Champion	Date: 11 th January 2021
Signed (Head):	Name: Mrs Hill	Date: 11 th January 2021
Ratified: by Standards Committee on 11 th January 2021		Next Review: 3 years – January 2024

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	RSE Policy	Date	11 th January 2021
EIA CARRIED OUT BY:	Claire Hill	EIA APPROVED BY:	Standards Committee

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

We take opportunities to maximize positive impacts for sexuality, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women.

Rationale

It is a legal requirement for the Governors to ensure that the school has a Relationships and Sex Education (RSE) Policy.

Moral and Values Framework

Relationships and Sex Education will reflect the values of the PSHE programme. RSE will be taught in the context of relationships. The school uses the JIGSAW programme of study for every year group.

In addition RSE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Aims and Objectives for Relationships and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education are;

- To ensure that the RSE programme meets the needs of all the children and is developmentally appropriate.
- To ensure that the programme is part of the schools' PSHE work, to be aware that some of this work arises incidentally and to ensure that effective planning ensure continuity and progression.
- To provide guidelines to all staff and outside visitors.
- To give information to parents prior to the delivery of every unit and they will be provided with the opportunity to view any materials used.

Guidelines

- a. Teachers should endeavour to answer pupils' questions honestly and sensitively as appropriate to the developmental needs of the individual pupils. If questions arise in the classroom context answers should be given which take that context into account.
- b. Controversial issues ie. Abortion, homosexuality, HIV/AIDS, will not form part of the scheme of work; however, if questions arise from

the children the adult's response should take one of the following forms;

- I will talk to you about that later
- Why do you want to know?
- Where have you heard about that?
- Have you talked to your grown up about that?

The parent will be informed about the question and the response.

The Teaching Programme for Relationships and Sex Education Legal Requirements

All schools must teach the following as part of the National Curriculum for Science. **There is no right to withdraw children from Relationships and Sex Education at primary. We believe the contents of these subjects – such as family, friendship, safety (including online safety)** are important for all children to be taught. However, all parents' requests to withdraw will be respected (especially where the request is related to religion), these parents will be consulted as to why the withdrawal is deemed necessary. Each request will be considered.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science children 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 RE and PSHE children 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.

This content has been agreed in consultation with governors, parents and teaching staff.

Key Stage 2

Throughout PHSE, the children will be focusing on changes during puberty for both boys and girls. This will be discussed in a sensitive manner and there will be opportunities for class discussions and anonymous questions. Throughout work in Science children learn about a variety of life cycles and the life process of reproduction in some plants and animals. As well as the changes humans develop over time.

This content has been agreed in consultation with governors, parents and teaching staff.

The organisation of Relationships and Sex Education

Miss Lockett, alongside Sarah Thomas (DSL) and Claire Hill (Headteacher) is currently the designated teacher with responsibility for coordinating Relationships and Sex Education.

Relationships and Sex Education is delivered through science, RE, PSHE (using JIGSAW), literacy activities and circle time. Relationships and Sex Education is taught by classroom teachers, supported by teaching assistants.

Links with other policies

This policy is linked with the following policies: PSHE, Child Protection , Behaviour, Anti Bullying

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor (Claire Hayward – safeguarding governor) and teacher with responsibility for Relationships and Sex Education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.