

# Relationship and Sex Education Policy for Baston CE Primary School

**Date of approval and adoption: January 2021**

**Date for next review: January 2022**

**Signed by:**

*SL Dickson and J Loom*  
PSHE Co-ordinators

*Rutills*

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Headteacher

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School Governor with lead responsibility for  
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# Relationships and Sex Education Policy

## 1. Values and Ethos

- This policy covers our school approach to RSE (Relationships and Sex Education)
- We define 'relationships and sex education' as relationships we have with everyone.
- We believe relationships and sex education is important for our school because our pupils need to be aware of the wider community.
- We view the partnership of home and school as vital in providing the context of all types of relationships.
- The intended outcomes of our programme are that pupils will:
  - Know and understand the different types of relationships adults and children have.
  - Understand they will find their own sexual orientation and gender identity as they mature.
  - Understand they have a responsibility to respect everyone in the world.
  - Develop the skills of respect and tolerance.
  - Develop the attributes of being a mature and respectful human being.

## 2. Roles and Responsibilities

- The RSE programme will be led by Jodie Loom and Sarah Dickson.
- The headteacher is responsible for ensuring that the curriculum is broad and balanced.
- The PSHE (Personal, Social, Health and Economic) leads are responsible for the delivery of PSHE curriculum in school.
- A working party will be made up of SLT (Senior Leadership Team), lead teacher, parents, and governors.
- RSE will be taught by all class teachers, in all year groups.
- Teachers will receive RSE training on all aspects of the curriculum to support pupils with their knowledge and understanding of relationships.

## 3. Legislation

2019 all schools must deliver relationships education in primary schools.

- Documents that inform the school's RSE policy include:
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010)
  - Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)

- Keeping Children Safe in Education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

#### 4. Curriculum Design

- Our RSE programme is an integral part of our whole school PSHE provision and will cover all aspects of relationships.
- Our RSE programme is inclusive of all denominations. We demonstrate this by teaching age and stage appropriate material. We adopt an inclusive approach in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.
- The curriculum will meet the needs, or be adapted for, those children with protected characteristics by being all inclusive.
- We ensure that RSE fosters gender equality and LGBTQ+ equality by teaching about individual choices.
- Our RSE programme will be planned and delivered through a variety of methods using a broad range of resources including the PSHE organisation.
- Our RSE programme will be taught through a range of teaching methods and interactive activities including awareness of life beyond Baston.
- Learning about relationships and sex education will link to/complement learning in all aspects of life in the modern day.

#### 5. Safe Practice

- We will ensure a safe learning environment by teaching respect to everyone. We will encourage children to be confident in their own thoughts and ensure they are able to ask questions within a safe and secure environment.
- Teachers and pupils will establish a group agreement by having a safe environment in which pupils can voice their thoughts and feelings.
- Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial
- Potentially sensitive questions from pupils within lessons will be answered with sensitivity and understanding.
- Potentially sensitive questions arising from the RSE lesson, but asked outside the RSE lesson, will be answered by demonstrating empathy and understanding.
- Pupils will be able to ask questions anonymously by a system which respects individuality and reassures confidentiality.

#### 6. Safeguarding

Consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the school confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of a

safeguarding/child protection issue. These MUST always be forwarded to the DSL (Designated Safeguarding Lead), Mrs Mills.

- Teachers will report to the Designated Safeguarding Lead and in her absence the deputy DSL - Mrs Porteus.
- Visitors/external agencies which support the delivery of RSE will be required to report to the DSL.
- The protocol for inviting visitors in to contribute to RSE lessons is to check with the headteacher.

## 7. Parents and other stakeholders

Parents have the right to withdraw their child from RSE lessons, with the exception of the biological aspects covered in national curriculum science.

Parents will be asked to notify [pupiladmin@baston.lincs.sch.uk](mailto:pupiladmin@baston.lincs.sch.uk) if they wish to withdraw their child from these lessons.

Parents have been invited to complete a questionnaire which covers all aspects of the curriculum. Their views have been taken into consideration.

Our PSHE long term plans will be available for parents and carers to see on our school website.

- Each year parents/carers will be asked for their consent for their child/children to receive Sex Education in school.
- If a parent/carer requests that their child is removed from sex education we will acknowledge their wishes and provide support by removing their child from identified lessons. Parents/Carers have the right to withdraw their children from RSE content that is not part of statutory NC (National Curriculum) Science.
- The policy will be available on our school website.
- We are committed to working with parents and carers by inviting representatives to share their views regarding any changes to the curriculum.
- As part of our whole school approach to RSE, opportunities to view our medium term plans will be shared on our website.
- Pupil voice - by pupil interviews - will be used to review and tailor our RSE programme to meet the different needs of the pupils.
- Parents will be advised the week before Sex Education will take place in each year group.

## 8. Resources

- High quality resources will support our RSE provision and will be regularly reviewed by SLT and at staff meetings.
- Selected resources, such as books, film clips, will be used which support and promote understanding within a values context and underpin our school values.
- The resources reflect diversity by informing pupils on the wider community.

## 9. Assessment and reporting

- Assessment in RSE will take the approach that teachers will perform ongoing assessment for learning.
- Teachers will critically reflect on their work in RSE through books, interviews and discussion.
- Pupils will have opportunities to review and reflect on their learning through class discussion and entries in their Inside Out book.
- Pupil voice will be influential in adapting and amending planned learning activities through attending pupil interviews with PSHE lead.
- Parents will be notified of progress through parents' evenings, termly update reports and end of year reports.
- Teachers will ensure that the learning objectives have been met by questioning pupils regularly on what they have learnt.

## 10. Links to other policies

Cross references can be made to other policies to avoid unnecessary repetition

- Confidentiality
- Behaviour
- Anti- Bullying
- Safeguarding and Child Protection

*Updated February 2021*

*Based on the PSHE Association Guidance (2017)*