

Redcliffe Gardens School

Relationships and Sex Education (RSE) Policy

Reviewed: SEG/MPW February 2023
Prep School Committee: February 2022

Next review by: July 2024



This policy applies to the whole school including the EYFS. It is available to parents and prospective parents on our website and a paper copy can be viewed in the School Office.

1 Relationships and Sex Education (RSE)

- 1.1 This policy covers the School's approach to RSE; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of RSE and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.
- 1.2 We define RSE as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.
- 1.3 The areas of Sex Education taught, other than those areas covered in the science curriculum are; Year 2 Growing Up - Our Bodies. Year 4 Growing Up – Human Reproduction and Growing Up – Where do I come from? Year 6 Growing Up – Let's talk about sex and Growing Up – Human reproduction. Parents have the right to withdraw their children from these lessons. More detailed curriculum content is sent to parents in the term preceding the teaching and this confirms the right to withdraw from these specific lessons.
- 1.4 At Godolphin and Latymer Redcliffe Gardens School, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.
- 1.5 We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.
- 1.6 Our RSE curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.
- 1.7 Through our comprehensive RSE provision, we aim to provide all pupils with:
 - the knowledge and understanding of a variety of relationships;
 - the ability to identify any concerns they have about a relationship;
 - coping strategies and an awareness of how and where to seek support;
 - an understanding of their rights and responsibilities within a range of relationships;
 - an awareness of the process of growing up and the changes they and others will experience;
 - an understanding of the characteristics of positive relationships.

2 Statutory Regulations

- 2.1 From September 2020, all primary schools must deliver Relationships Education. Parents have the right to remove their child from the lessons pertaining to Sex Education. Under the Education Act 2002, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

3 Roles and Responsibilities

- 3.1 The RSE programme in our school is led by Mary-Ann Parker-Wood
- 3.2 All staff members involved in teaching and supporting the RSE curriculum are supported by SLT and Mary-Ann Parker-Wood.

4 Our RSE Curriculum

- 4.1 Our inclusive RSE curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social, Health, Citizenship & Economic Education (PSHCEE) curriculum. The Twinkl Life curriculum used at Redcliffe Gardens School is endorsed by the PSHE Association and is available to parents at any time. Consultations with parents have formed part of the devising of our policy for RSE.
- 4.2 Our RSE Scheme of Work can be viewed alongside this policy.
- 4.3 Learning in RSE lessons will link to learning in Science, Religious Education, SMSC and PSHCEE.
- 4.4 Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

5 Delivering the Curriculum

- 5.1 Our PSHCEE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules are established in class and children are reminded of these. Special consideration is given when teaching particularly sensitive content and staff are fully aware of the children in their class and how they might relate to the lesson content.
- 5.2 We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential that relates to the lesson content, opportunities are provided.
- 5.3 Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques are employed in our RSE, as with other areas of the PSHCEE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.
- 5.4 In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our RSE curriculum through a variety of teaching methods and interactive activities, including: use of small group work, media, discussion, case studies, drama and role-play.

- 5.5 The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework as described in the school's policy.

6 Assessment, Monitoring and Reporting

- 6.1 Every pupil has their own PSHE folder that travels with them from year-to-year. In it, evidence of their class-work and end-of-unit assessments can be found. Any other work relating to SMSC or British Values is also included e.g. Lines for Remembrance Assembly and Carol Service.
- 6.2 Self-assessment is an important part of learning in RSE and PSHCEE. Children will reflect on their own learning throughout the units by participating in end of unit tests. The results are reviewed to ensure the successful acquisition of the new knowledge and skills, and if not, the content is revisited.
- 6.3 We highly value pupil voice and take into account the opinions and comments of our children about what they would like to learn. Pupil voice is gleaned from questionnaires that are reflected and reported on.
- 6.4 Staff delivering the RSE curriculum critically reflect on their teaching and best practice is shared through lesson observations, monitoring of planning and children's work and training opportunities.
- 6.5 Comments on children's learning and progress in RSE, as part of their learning in PSHCEE, will be reported to parents and carers at Parent Meetings and in their end of year reports.

7 Safeguarding

- 7.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy:
- Safeguarding Lead: Alexandra Stone
 - Safeguarding Deputy: Mary-Ann Parker-Wood
 - Safeguarding Deputy (EYFS): Susan Plummer
- 7.2 Visitors and external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

8 Engaging Stakeholders

- 8.1 This policy will be available to view by all stakeholders on our School web-page <https://www.redcliffeschool.com/about-us/policies/>.
- 8.2 We are committed to working closely with parents and carers and will send communication to parents to inform them when RSE lessons will be taking place.

- 8.3 Parents and carers have the legal right to withdraw their child from all or part of Sex Education taught as part of statutory RSE, with the exception of the objectives included in National Curriculum Science. Those considering this option are asked to speak with the Head, Sarah Glencross or Deputy Head, Alexandra Stone in order to find out more about this.

9 Links to Other Policies

- 9.1 Our RSE Policy links to the following other school policies:

- Safeguarding Policy
- Online Safety Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Curriculum Policy
- Science Policy
- Religious Education Policy
- PSHCEE Policy

10 Reviewing the Policy

- 10.1 This policy will be reviewed on an annual basis by Mary-Ann Parker Wood and Sarah Glencross.
- 10.2 This will ensure that information is accurate and up-to-date and that the views of all stakeholders, including parents, are heard and considered regularly.