



RSE Policy

Including:

Relationship and Sex Education (RSE)

This policy applies to all pupils in the school, including those in the EYFS.

Updated	Review Date	Version
September 2022	April 2023	2022.02

Signed: Mr John Clarke (Chairman of the Board)

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This should be read in conjuncture with other relevant school policies, including:

- *PSHE Policy*
- *SEND Policy*
- *Learning Support Policy*
- *English as an Additional Language Policy*
- *Safeguarding and Child Protection Policy and Procedures*
- *Anti-Bullying Policy*
- *Behaviour Policy*
- *Online Safety Policy*
- *Curriculum Policy*
- *Fundamental British Values Log*
- *Home School Agreement for code of conduct expectations*
- *Privacy Policy*

1 - Introduction to PSHE, SMSC and RSE

At Abercorn School, pupils' Personal, Social and Health Education (PSHE) alongside Relationship and Sex Education (RSE) their Spiritual, Moral, Social and Cultural (SMSC) development is influenced through a whole school approach. In the EYFS, these topics are planned under the title Personal Social and Emotional Development (PSED).

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to promote positive well-being, and support all young people to be resilient, healthy and safe.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals. It is taught with consideration of the Equality Act 2010.

2 - Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE/PSED lessons via a pupil survey.
4. Parent Consultation - parents were given the opportunity to explore this policy and provide any recommendations and feedback to members of the Academic Leadership Team. This consultation took place virtually.
5. Ratification – the policy was shared, reviewed and approved by the Board of Directors.

3 - Aims of RE and RSE:

Relationships Education (RE) for pupils age 5 to the end of Year 6, and Relationships and Sex Education (RSE) for pupils in Year 7 and above, is embedded into our PSHE curriculum and taught by the designated PSHE teacher, although some biological aspects are taught within the Science curriculum and taught by the designated Science teacher. The topics may also be referenced in other curriculum areas (e.g. RS and Geography).

RE and RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RE and RSE, within PSHE/PSED, aims to give children and young people essential skills, values, conscience and moral considerations for building positive, stable, enjoyable, respectful and healthy relationships, and educate pupils in how to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values, and builds their self-esteem and confidence to view their own sexuality positively. This forms key building blocks of community and society.

We aim to build up knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people. We therefore give children accurate information to help them develop the skills to understand differences, to respect themselves and others, and for the purpose of preventing and removing prejudice.

We believe that RE and RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. In addition to pupil's experiences, we discuss pupils as potential partners and parents, and the characteristics of healthy and unhealthy intimate relationships. Pupils should receive teaching on LGBTQ+ relationships, through teaching about different types of families, including those with same-sex parents.

Abercorn understands that every parent of a pupil receiving secondary education has the right to withdraw their child from any sex education, and the need to comply with a parent's wish to withdraw their child from sex education beyond the content covered in the national curriculum for science. We will not overrule a parent's decision.

4 - Objectives of RE and RSE

Relationships Education and Relationships and Sex Education is taught throughout the year (see appendix 1 for details on themes) as the building blocks to the core content which is taught during the second half of the Summer Term. At Abercorn school, we teach RE and RSE for pupils to:

- strengthen children's self-esteem and self-awareness;
- enhance positive attitudes towards their body and sexuality;
- learn how to develop caring, healthy, successful relationships;
- develop positive attitudes towards difference and diversity;
- acknowledge and understand their rights and the rights of others;
- understand their own and others' values and beliefs;
- have a discerning eye for messages received through the media;
- learn how to develop assertiveness skills in keeping themselves valued, safe and respected;
- know where and how to access help.

Following our scheme of work, RE and RSE contributes to the foundation of PSHE and offers a deeper understanding of relationships and sex at an age appropriate level.

In the EYFS children will:

- develop strong, warm and supportive relationships with adults enabling children to learn how to understand their own feelings and those of others;
- be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities;
- will learn how to look after their bodies, including healthy eating, and manage personal needs independently;
- will learn how to make good friendships, co-operate and resolve conflicts peaceably

In Key Stage 1 children will:

- develop confidence in talking, listening and thinking about feelings and relationships;
- recognise growth and how to keep themselves happy, healthy and safe.

In Key Stage 2 children will:

- be able to name parts of the body and describe how their bodies work;
- learn how to protect themselves and ask for help and support and;
- in upper KS2 be prepared for puberty.

In Key Stage 3 children will:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- develop understanding of the changes involved in puberty

- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- have awareness of the responsible use of technology and social media with regard to relationships, sources of information and sexualised media
- develop positive body image attitudes;
- be aware of gender and sexuality including all types of relationships as part of LGBTQ+;
- know how the law applies to sexual relationships,

The full description of the content which must be covered by schools is available in the DfE RSE Guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019, updated September 2021\)](#)

5 - Delivery of the curriculum

At Abercorn School, RE and RSE are delivered through:

- discrete curriculum time and topics/units;
- the school's values
- a cross curricular approach in other subjects/curriculum areas;
- Abercorn's Growth Mindset characteristics of learning,
- pastoral care and guidance;
- assembly times;
- integrating the wider community through inviting guest speakers to address the children;

6 - Organisation of the Curriculum

Curriculum provisions are combined with our whole school policies and practices. The cross-curricular learning opportunities are detailed in the schemes of work and medium and long term plans reflect a broad and balanced curriculum. Internet safety is embedded within the PSHE and RSE curriculums. Please see appendix 1 for an overview of the whole school curriculum map.

7 - Assessment of RE and RSE

In line with DfE Guidance, assessment elements that form part of the science curriculum will be assessed in accordance with the National Curriculum and Common Entrance requirements. The learning of other elements of RE and RSE will be assessed as part of the overall PSHE programme.

In Key Stages 1 and 2, the school assesses pupils' prior knowledge through a variety of activities in lessons. For example, a think/pair/share routine or a discussion to glean initial responses to a stimulus that would generate pupils' thoughts and prior knowledge. Each lesson includes planned activities that enable pupils to work towards a learning objective, enabling them to demonstrate their understanding. Pupil self-assessments and/or teacher assessments are made during each topic to monitor the progress being made.

In addition to the above, Key Stage 3 topics contain an introduction lesson that includes a self-reflective baseline assessment in which pupils can identify what they already know for the teacher and then reflect on at the end of each scheme of work. As each topic progresses pupils undertake a variety of assessments, for example, tests, written assignments, projects or self-evaluations to capture progress.

8 - The role of parents in Relationships and Sex Education

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's relationships and sex education policy and make available a copy for them to read;
- share any relevant literature with them, including the scheme of work if requested
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or the SLT about this policy, or about the arrangements for relationships and sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

In EYFS and KS1, parents have no right to withdraw their child from the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from KS2 sex education lessons covering specific topics, the Head will discuss the importance of RSE and why all children should participate. The parents should make it clear which aspects of the programme they do not wish their child to participate in. In KS3, parents have a right to withdraw their child from sex education if, following from a meeting with the Head, there are specific aspects of the programme they do not want delivered to their child.

9 - The role of other members of the community in Relationships and Sex Education

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, our school doctor and members of the Local Health Authority, give us valuable support with our sex education programme.

10 - Confidentiality

Teachers conduct RE and RSE Relationships and Sex Education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated safeguarding lead about their concerns. The safeguarding officer will then deal with the matter in line with our Safeguarding and Child Protection Policy (this policy outlines the handling of these issues in greater detail). Abercorn School creates a culture where sexual harassment and online sexual abuse is not tolerated and, where issues are identified, will endeavour to intervene early to better protect children and young people.

11 - Monitoring and Review

The planning and delivery of RE and RSE is the responsibility of the PSHE Coordinator or the designated class/form teachers and will be overseen by the PSHE coordinator.

The PSHE coordinator is also responsible for:

- supporting colleagues in their teaching, by keeping informed about current developments in the subject, and providing a strategic lead and direction for RE and RSE.
- undertaking observations of RE and RSE in practice and feeding back and supporting colleagues in the delivery of the subject.
- reviewing evidence of a variety of pupils' work and using this to inform future subject developments and assessment opportunities.

- keeping the SLT and ALT accurately informed of the successes and developments of RE and RSE.
- performing their duties in accordance with the HOD job description.

Appendix

Appendix 1.

Term	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9
AUTUMN 1	PSED - Self-regulation	Be yourself	One world	Be yourself	One world	Be yourself	One world	Living in the Wider World		
AUTUMN 2	PSED - Self-regulation	Britain	Think positive	Britain	Think positive	Britain	Think positive	Living in the Wider World		
SPRING 1	PSED - Managing self	Aiming high	VIPs	Aiming high	VIPs	Aiming high	VIPs	Health and Well-being		
SPRING 2	PSED - Managing self	Money matters	Safety first	Money matters	Safety first	Money matters	Safety first	Drugs and Alcohol awareness		
SUMMER 1	PSED - Building relationships	TEAM	Respecting rights	TEAM	Respecting rights	TEAM	Respecting rights	Relationships		
SUMMER 2	PSED - Building relationships	It's my body	Growing up	It's my body	Growing up	It's my body	Growing up	Sex and Relationships: Communication, conception contraception		

Health and wellbeing

Relationships and Sex Education