



## RSE POLICY

<b>Version</b>	<b>1.1</b>
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### Record of Alterations

Version 1.0      Original  
Version 1.1      Alterations

Approved by Chris Sellers

September 2023



## Statutory requirements

This policy covers our whole school approach to Relationships and Sex Education. This policy is applicable to all pupils, staff and parents/carers. This school policy will be made available via the school website and hard copies are available from the school office on request.

We define 'Relationships, Health and Sex education' as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being as they move forward.

The school meets the requirements to teach RSE as set out in the statutory guidance which can be found at: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

1. Every pupil up to and including Year 6 is provided with relationships education (although the requirement does not apply to a pupil who is under compulsory school age)
2. The school has due regard to any guidance under section 80A of the Education Act 2002
3. The school will consult parents of registered pupils before making or revising this policy
4. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn

The school's RSE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

This policy should be read in conjunction with the following documents:

- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy
- Health and Safety Policy
- Equal Opportunities Policy
- PSHE Policy

## Policy Development

This policy has been developed in consultation with staff, pupils and parents. In preparing this policy, we have taken advice from the DfE and have been guided by the PSHE Association's SEND Planning Framework. This has helped map the SEN and disability code of practice from the PSHE Association Programme of Study:

1. Self-awareness (Me, who I am, my likes, dislikes, talents and interests)
2. Self-care, support and safety (Looking after myself and Keeping safe) includes aspects of Relationships and sex education
3. Relationships: Managing Feelings (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education

4. Relationships: Changing and Growing (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. Healthy lifestyles (Being and keeping healthy on the 'outside' and on the 'inside')
6. The world I live in (Living confidently in the wider world).

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)
- Keeping children safe in education (2022)
- Children and Social Work Act (2017)

## **Definitions**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structure
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives

## **Curriculum Content**

The Mount School has a spiral RSE programme within the JIGSAW PSHE curriculum map. The programme plays an integral part of our whole school PSHE provision and covers relationships, including online relationships, health and healthy lifestyles, puberty and body changes, contraception, reproductive and mental health. The curriculum is designed to regularly touch upon and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and

attributes young people need to manage their lives. Our curriculum map is designed and updated as necessary, and the content may change as society changes. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is usually taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE may be taught within the science curriculum. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

With regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher and the PSHE Lead through:

- Staff will also be surveyed in order to secure their views at regular intervals
- Lessons will be written with a baseline task and an end assessment to check the pupils' understanding

- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, for example book scrutinies

Assessment in RSE ensures learning needs are revisited and reinforced to secure strong messages about being safe and healthy, as pupils move towards adulthood and independence. An overview of assessment at each stage can be found in the pupil's journals as well as in the JIGSAW curriculum map.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners if requested.

We are committed to working with parents and carers by offering information events, training and targets within a pupil's and families own needs. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners if requested.

## **Roles and Responsibilities**

### **The Director**

The Director will approve the RSE policy and hold the Head to account for its implementation.

### **The Head Teacher**

The Head will hold the PSHE Lead to account for its implementation (including SEND accessibility). The Head will also manage requests to withdraw children from the non-statutory components of RSE.

### **The PSHE Lead**

The PSHE Lead is responsible for ensuring that RSE is taught consistently across the school.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and non-judgemental way
- Ensuring they follow the schools safeguarding policy
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Lead or the Head in advance.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Pupils with Special Educational Needs and Disabilities**

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established provision led by a SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. As set out in the SEND code of practice, when teaching these subjects to those with SEND, The Mount School is mindful of preparing students for adulthood. The Mount School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration when teaching these subjects.

### **Parents' right to withdraw**

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. However, parents have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE up to and until 3 terms before the child turns 16. Any parent considering this course of action should carefully consider the curriculum content before arranging an initial meeting with the Head Teacher. If the parent would still like to withdraw their child after this meeting, then this request needs to be made in writing, addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the pupil's record on Pupil Assett. The Head of PSHE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education.

### **Safe and Effective Practice**

We will ensure a safe learning environment by ensuring pupils' have every opportunity to have their questions, concerns and issues addressed. We respond to children's curiosity, and provide safe learning opportunities to respond to searches carried out on the school's IT network. Pupils may show emotional concerns or require guidance about relationships or sexual health. The Mount School seeks appropriate training and guidance for parents and carers when we learn of RSE related learning needs that we have not yet addressed through our curriculum. All staff teaching RSE will be supported by regular, quality assured input from specialist and professional experts in their field, for example, JIGSAW Programme, The Sex Education Forum, The PSHE Association or The National College.

## **Safeguarding**

Teachers are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship, that it can lead to a disclosure of a child protection issue and always follow the school's safeguarding protocol. If visiting speakers or external agencies are engaged by The Mount School to help deliver RSE, they are asked to apply the same sensitive, contextualised approach as our staff.