



# RSE (Relationships Education) Policy

Statutory

Reviewed: May 2024

Next Review Date: May 2025

Role Responsible: PSHE Lead

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This policy was developed in response to

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE 2021)
- Guidance from Leicestershire Healthy Schools Programme & The PSHE Association.
- It reflects the most up to date guidance from Keeping Children Safe in Education 2023 and:
- Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads Sept 2021

## **Context/Introduction**

All schools must have an up to date RSE policy which is made available for inspection and to parents. The new provisions require schools to have regard to that guidance and make a statement of policy on their provision of Relationships Education and RSE. They also set out the circumstances in which a pupil is to be excused from RSE.

The policy must:

- Define Relationships and Sex Education;
- Set out the subject content
- Describe how Relationships and Sex Education is provided and who is responsible for providing it;
- Say how Relationships and Sex Education is monitored and evaluated;
- Include information to clarify why parents do not have a right to withdraw their child from Relationships Education.
- Include information about parents' right to withdrawal from Sex Education within RSE
- Be reviewed regularly

Relationships Education, Relationships and Sex Education, and Health Education (DFE 2021)

## **What Are Relationships and Sex Education?**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

PSHE (of which RSE is part) is central to the positive, caring and healthy ethos at Odyssey Trust. Through PSHE provision we aim to:

- Promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society
- Develop pupils' confidence and self esteem
- Teach pupils how to keep themselves safe and about respectful and appropriate relationships
- Prepare pupils to be active citizens
- Encourage pupils to have healthy lifestyles
- Create a safe, secure and respectful learning environment for all
- Principles and Values of RSE

At Odyssey Trust we believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an important part of establishing culture of safety and teaching healthy and respectful relationships between peers
- Be an entitlement for all young people regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language or SEN status.
- Be taught at a level which is appropriate for age and physical development with differentiated provision if required
- Teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children and with adults and online relationships.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept and not just one model, e.g. the nuclear family. Family includes variety of structures, and this includes acceptance of differences within family structures
- Encourage students and teachers to share and respect each other's views
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, consulting them about the content of programmes
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

## **Legislation**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

## Curriculum Design

Odyssey Trust specifically delivers Relationships and Sex Education as an integral part of its PSHE programme.

The aims of RSE are to:

- Develop pupils' confidence in talking, listening and thinking about feelings and relationships
- Teach pupils the correct vocabulary to name their body parts and describe how their bodies work
- Help pupils to understand a range of relationships, and the importance of building positive relationships with others, involving trust and respect, in both person and online
- Teach pupils to recognise unsafe situations and be able to protect themselves and ask for help and support
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

## Our RSE provision will cover

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid  Changing Adolescent Body	Economic Well being Enterprise Careers

### The overriding concepts explored through the curriculum are:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- **Relationships** (including different types and in different settings, including online)
- **A healthy (including physically, emotionally and socially), balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- **Rights** (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- **Change** (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

### Legal requirements

All schools must teach the following as part of the National Curriculum, parents do not have the right to withdraw their child from the Science curriculum.

#### Key Stage 1 Science Curriculum

##### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

##### Year 2

- notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

- Key Stage 2 Science Curriculum

#### Year 5

- describe the life process of reproduction in some plants and animals (sexual and asexual)
- describe the changes as humans develop to old age

#### Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### **The organisation of Relationships and Sex Education**

The PSHE leader, in consultation with the Head of School, is the designated teacher with responsibility for coordinating RSE.

RSE is also delivered through other curriculum subjects where we feel it contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. RSE is taught by classroom teachers and where appropriate, outside visitors such as the school nurse.

RSE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

#### **Parental consultation**

The school informs parents when aspects of the Sex Education part of the RSE programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of Relationship and Sex education not included in the Science National Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. Parents are encouraged to discuss their decisions with staff at the earliest opportunity and will be invited to a meeting to do so. Parents are also welcome to review any Sex Education resources the school uses.

#### **Safeguarding**

RSE is an important part of teaching all children how to stay safe in all aspects of their lives and is an important part of our schools safeguarding culture. Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead in line with the school procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible within age appropriate boundaries. Parents may be informed if teachers feel questions go beyond the scope of the curriculum.

## **Visitors**

The use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff. The school will ensure that the teaching delivered by the visitor fits with our planned programme and published policy. The school will be responsible for discussing the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. The school will ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education.

## **Children with Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

## **Monitoring and Evaluation**

Monitoring is the responsibility of the Head of School, directors and PSHE leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning through lesson observations, outcomes in PSHE books, 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.