

Relationships, Sex and Health Education (RSE) at St Botolph's C of E Primary School

The Intent

We believe at St Botolph's Primary School that the teaching of Relationships, Sex and Health Education is paramount for each and every child to enable them to have the building blocks to become successful adults 'striving to be the best they can'. We want our children to be able to make informed decisions about their own health, relationships and wellbeing and know when and where to access support when it is needed. Our intent is that all pupils, regardless of their background or starting point, will be given the opportunity to talk about and discuss their feelings, relationships with others, their mental health, how to keep safe in the modern world and will be given opportunities to reinforce and build upon skills that have been taught. We at St Botolph's want every child to be successful in all aspects of their learning and know that in order to be receptive confident learners who are able to tackle challenges and overcome hurdles they need to be confident in their own ability, be able to create positive relationships, have a positive mental health, be happy and to become resilient. Having a whole school approach and integrating RSE into everything we do is crucial to us achieving our vision.

Relationships, Sex and Health Education at St Botolph's C of E Primary School: Policy

Intended outcomes of RSE at St Botolph's

The intended aim of our programme are that pupils will:

- Have a secure foundation in RSE;
- Develop knowledge and understanding about the stages of physical development and the emotional changes ahead of them;

- Develop attitudes, values and moral considerations towards sex and relationships;
- Know and understand the personal and social skills to help them to manage and deal with their emotions and relationships;
- Develop self-respect and consideration for others;
- Provide children with the skills to ask for help and to know when and how they should do this.
- Meeting the expectations of legislation and statutory guidance ¹

Implementation

At St Botolph's RSE is fully embedded in our school and is an integral part of the curriculum. We teach RSE in our daily whole school worship, our weekly Wellbeing Wednesday sessions and throughout our daily teaching. Each year group covers aspects of RSE in their topics as well. We also teach separate RSE/ PSHE sessions. RSE will be taught by the class teachers using our curriculum document. At the beginning of each year a RSE pack will be sent out to parents. This will contain the vocabulary and topics the children will cover throughout the year.

Our RSE programme will be taught through a range of teaching methods and interactive activities. The learning about RSE will link to all aspects of modern life and will compliment learning in all topics in all year groups. Our RSE teaching is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience.

Resources

High quality resources will support our RSE provision and will be regularly reviewed to see if their impact is effective in providing good quality learning. Selected resources, such as books, film clips, will be used which support and promote understanding within a values context. The resources reflect a wide range of diversity ensuring no 'one group' is promoted or unseen.

¹ Education Act (1996); Learning and Skills Act (2000); Education and Inspections Act (2006); Equality Act (2010); Supplementary Guidance SRE for the 21st Century (2014); Keeping Children Safe in Education - Statutory safeguarding guidance (2019); Children and Social Work Act (2017)

Assessment

Monitoring, evaluation and assessment are essential in good RSE sessions and are an important part of children progressing and learning to the best of their ability. We will oversee the planning and delivery of RSE including reflective monitoring by individuals and lesson observations. Judgements about the effectiveness of the teaching process and the activities and materials/resources used, in achieving the specific learning outcomes of the lessons. Assessments will be made about an individuals' learning and development.

Safe Practice

When teaching RSE teachers and pupils will create a learning agreement together. Throughout all RSE lessons we will explore varying viewpoints and opinions without fear of judgement and we will ensure information is unbiased and impartial. Pupils will have the opportunity to ask anonymous questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. If the children do not want to share their thoughts they will not be forced to or asked to, so if they wish to remain silent they can. A question box can be left in the classroom so if after the lesson the children have thought of another question they are able to pop it in the question box. This will then be addressed in the next lesson.

Teachers are aware that effective RSE, which invites a discussion about healthy and age-appropriate relationships can lead to a disclosure. Safeguarding policy and procedure apply.

Parents have the right to withdraw their child from sex education lessons (year 6), with the exception of the biological aspects covered in national curriculum science. Parents wishing to exercise their right must confirm this in writing to the Headteacher. Concerns of parents will be explored and the possibility of adjusting the programme to accommodate the needs of the child will be given consideration. If parents still wish to withdraw their child it will be the parent's responsibility to supervise their child at school during this session.

Other Relevant School Policies

Cross references to other policies include:

- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding
- PSHE curriculum document

Date of approval and adoption: June 2024

Date for next review: June 2025

Signed by:

RSE Co-ordinator

Headteacher

School Governor with lead responsibility for SRE