

**NORTON CP SCHOOL**

**RELATIONSHIPS AND SEX EDUCATION**

**Sept 2024 to Sept 2027**



## Vision Statement

**N**othing is beyond our reach!

**C**are and challenge engage and motivate us!

**P**raise reassures and supports us!

**S**uccesses are celebrated and built on!

## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Norton Community Primary School we teach RSE as set out in this policy.

## **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 staff has researched all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and interested parties were invited to review the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

## **Curriculum**

Our curriculum is set out in our curriculum documents which are available on our website. For our Personal, Social, Health and Economic teaching, we use the 3D PSHE Whole School Primary Programme, but we may need to adapt it as and when necessary.

This programme takes into account the age, needs and feelings of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education is not compulsory in schools, but we do need to teach the elements of sex education contained in the science curriculum. This will focus on:

- describing the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age, including preparing boys and girls for the changes that puberty brings.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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.

## **Roles and Responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **The staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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 components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **The pupils**

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

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

Parents do not have the right to withdraw their children from relationships education or the statutory components of education within RSE .

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If any area of sex education is to be taught outside of the aspects included in the curriculum will be approved by the headteacher. Parents will be notified in writing by the school of what is to be taught and when. Any requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The delivery of RSE is monitored by Julia Ellis through the use of planning scrutinies, learning walks and looking at children's work.

Pupil's development in RSE is monitored by class teachers as part of our internal assessment systems.