

Peaslake Free School

Relationships and Sex Education Policy

**Aims:**

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

* Give pupils an understanding of relationships and the importance of health and hygiene.
* Help pupils develop feelings of self-respect, confidence and empathy.
* Create a positive culture around issues of relationships.
* Provide a framework in which sensitive discussions can take place.
* Teach pupils the correct vocabulary to describe themselves and their bodies. It is good practice to use medically correct terms for genitalia, for example vagina, penis and testicles. Using this vocabulary will ensure that children are able to use appropriate language and develop the confidence to describe unwanted behaviours.

**Definition:**

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. It is **not** about the promotion of sexual activity.

**Statutory Requirements:**

As a Free School we must provide relationships education to all pupils as per section 34 of the children and social act 2017.

We do not have to follow the National curriculum but are expected to offer all pupils a curriculum that is similar to the National curriculum requirements to teach Science which would include the elements of sex education contained in the Science curriculum. For Key Stage One children this only includes the following:

**Animals, including humans**

Pupils should be taught to:

* notice that animals, including humans, have offspring which grow into adults
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Notes and guidance (non-statutory)**

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.  
  
The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.  
  
Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

**Curriculum:**

We have developed a curriculum 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 or from unreliable sources.

For more information please see our curriculum map.

**Delivery of RSE:**

RSE is taught as part of our Personal Development curriculum, across a range of subjects including Religious Education and integrated into our topics. (See RSE Content) The Biological aspects of RSE are taught within the Science curriculum. 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 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 (for example: looked after children or young carers).

**Roles and Responsibilities**:

**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.

**Staff:**

The staff are responsible for:

* The delivery of RSE in a sensitive way.
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Using accurate Scientific vocabulary when teaching science

Staff do not have the right to opt out of teaching RSE. Staff who have concerns are encouraged to discuss with the Head Teacher.

**Pupils:**

Pupils are expected to fully engage 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.

As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

**Policy development:**

This policy has been developed in consultation with Governors, staff and parents. The consultation process involved:

* A working group pulling together all the relevant information including local and national guidance.
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
* Parents and any interested parties were given the opportunity to look at the policy and ask any questions.
* Ratification – once amendments were made, the policy was shared with governors and ratified.

**Monitoring:**

The delivery of RSE is monitored by the Head Teacher and Governor responsible for the Curriculum.

Learning walks, pupil and staff feedback, book/tapestry looks, planning meetings.

Pupils’ development is monitored by the class teachers as part of their internal assessment systems.

The policy will be reviewed.