

Copeland Road Primary School



Relationship and Sex Education Policy (RSE)

Date reviewed by Staff:	January 2024
Date of next review process:	January 2025

This policy was developed in response to Relationship and Sex Education Guidance DfE 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

1. The consultation process has involved:

- Review of RSE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse
- Consultation with local schools in the cluster through shared workshops
- Consultation with school governors

2. What Is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

3. Principles and Values

In addition, Copeland Road Primary believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- 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 and students, 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.

Relationship and Sex Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships (including LGBT), marriage and civil partnerships;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively off and online;
- developing positive self-esteem and confidence;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages;
- understanding gender identity, personal health, emotions and relationships;
- learning about where to go for help or advice in school and how to access other agencies.

4. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to help support and prepare our pupils for a life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within relationships.
- avoid being pressured into uncomfortable or dangerous situations;
- communicate effectively by developing appropriate terminology for relationship issues.
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- know how to stay healthy and be able to identify sources of help and have the skills and confidence to access health advice and support

5. Organisation and Content of Relationship and Sex Education

Most of the Relationship and Sex Education at Copeland Road Primary School takes place within PSHE and Science lessons. Teachers deliver PSHE and Science with support from professionals where appropriate. RSE lessons are set within the wider context of the PSHE curriculum and focus

more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

6. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Educational Needs

We will ensure that all young people receive Relationship and Sex Education appropriate to the particular needs of our students, taking specialist advice where necessary.

Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that Relationship and Sex Education is relevant to them.

7. Right of Withdrawal of Students from Relationship and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the Relationship and Sex Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

Teachers/Staff cannot offer unconditional confidentiality to pupils. All staff must follow the school procedures when a disclosure has been made and ensure they follow the school's safeguarding policy. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10. Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the PSHE Subject Lead and Headteacher to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Relationship and Sex Education policy, and on support and staff development, training and delivery.