



**The Eliot Bank and Gordonbrock  
Schools Federation**



# Relationships and Sex Education (RSE) Policy

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## 1. Aims

The aims of relationships and sex education (RSE) at the Eliot Bank and Gordonbrock Schools Federation are as follows:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Provide pupils with the skills and knowledge that will enable them to make informed decisions about their wellbeing, health and relationships now and as they grow up.
- Help pupils recognise and understand the importance of family life in which stable and loving relationships demonstrate mutual respect, love and care.
- Support pupils to develop the skills necessary to form positive and respectful relationships of all kinds, including friendships, family relationships, future adult relationships and online relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture to discuss sexuality and relationships openly.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Support pupils to keep themselves safe in a variety of contexts.

The overarching aim of all Personal, Social and Health Education (PSHE) at Eliot Bank and Gordonbrock Schools is to support pupils to develop the skills and attributes they need to be safe, healthy and responsible individuals. High-quality relationships and sex education is integral to this. We aim to offer a carefully structured programme of lessons, designed to introduce concepts in an age-appropriate way and to build on these concepts each year.

## 2. 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](#).

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 Eliot Bank and Gordonbrock Schools, we teach RSE as set out in this policy.

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- i. Review – Federation PSHE Leaders have identified relevant information, including national and local guidance, and attended Local Authority training
- ii. Pupil consultation – pupils have a voice and actively participate in all aspects of school life. We have gathered some initial views from pupils in the Eliot Bank and Gordonbrock Schools Federation, and plan to expand on this, as a priority, in the wider reopening of schools, so that it can be done in a supportive and safe environment where children can share. Pupil Voice will feed into the annual review of the policy.
- iii. Staff consultation – all class teachers were given the opportunity to look at the policy and invited to share their views.
- iv. Parent/stakeholder consultation – parents and any interested parties were invited to share their views on the policy.
- v. Ratification – once amendments were made, the policy was ratified by the Heads of School and a designated member of the Governing Body. The policy was shared at a Full Governing Body meeting.

### **4. Definition**

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. This also applies to online interactions.

Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction.



Aspects of sex education are covered in the context of learning about lifecycles – in Science (Year 5) and PSHE (Year 2 and Year 4). Human reproduction (conception) is also covered explicitly in Year 6 PSHE, in the context of loving and stable adult relationships.

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

## 5. Curriculum

Our curriculum is set out as per [Appendix 1](#) but we may need to adapt it as and when necessary.

We aim to offer a carefully structured programme of lessons, designed to introduce concepts in an age-appropriate way and build on them each year.

We have developed the curriculum in consultation with parents, pupils and staff, 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 do not seek answers online.

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; and
- Being safe.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (compulsory as part of health education).
- The differences between males and females and understanding that this is part of the lifecycle
- How a baby is conceived, considered in the context of relationships (recommended by government guidance).

For more information about our curriculum, see our curriculum map in [Appendix 1](#).

## 6. Delivery of RSE

The main RSE curriculum is taught within the Personal, Social and Health Education (PSHE) lessons. However, there are links with other subjects and other aspects of school life. For example: life cycles and the names of human body parts are taught in Science; and, in RE, children learn about different rituals and traditions associated with, birth, growing up, marriage and death, and reflect on their own values.

RSE lessons are usually taught in the pupils' normal class groups. However, from time to time, teachers may decide it is appropriate to offer the children a question and answer session in single-sex groups. We aim to provide a safe and comfortable atmosphere where pupils feel confident to ask and answer questions and discuss issues.

Teachers will answer children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of RSE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Workshops provided by external agencies sometimes supplement the main RSE teaching (for example, anti-bullying workshops or school nurse visits).

As RSE concerns children's wellbeing and the development of friendships and respectful relationships, learning about RSE takes place through all aspects of school life, including assemblies, playground games and interactions with staff.

For more information about our RSE curriculum, see [Appendix 1](#) and [Appendix 2](#).

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).

## **7. Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **8. Roles And Responsibilities**

### **8.1 The Governing Board**

A designated member of the Governing Body and the Heads of School will approve the RSE policy, and hold the Heads of School to account for its implementation. The policy and subsequent reviews will be shared at Full Governing Body meetings.

### **8.2 The Head of School**

The Head of School 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 (see section 9).

### **8.3 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 Head of School.

Class teachers are responsible for teaching RSE at Eliot Bank and Gordonbrock Schools.



## 8.4 Pupils

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

## 8.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE (please be aware that some elements of relationships education are taught within other PSHE units).
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.

## 9. Parents' Right To Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE (some elements of the Year 2, Year 4 and Year 6 lessons).

Requests for withdrawal should be put in writing using the form found in [Appendix 3](#) of this policy and addressed to the Head of School.

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

## **10. Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, the Head of School or other relevant authority as a matter of urgency.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated member of staff throughout the whole process.

## **11. 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 Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **12. Equal Opportunities**

In our delivery of RSE, we are committed to ensuring equality of access for all pupils, regardless of sex (gender), race, disability, religion or belief, or sexual orientation. As a result, we give equal opportunity to all and avoid discrimination. More information about protected characteristics is available at <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>.

## **13. Complaints Procedure**

Please refer to the schools' Concerns & Complaint Policy, available on each school website or in paper-form from each school office.



## 14. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Leaders and the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed by the schools' PSHE Team Leaders annually. At every review, the policy will be approved by the Heads of School, with a designated member of the Governing Body.

## 15. Other Policies

In conjunction with this policy, please also see:

- Safeguarding Policy;
- Behaviour Policy;
- Bullying and Harassment Policy;
- Online Safety Policy

## 16. Further information

The following document has been produced by the Department for Education:

- [Understanding relationships and health education in your child's school: primary](#)
- [Understanding relationships and health education in your child's school: primary, Arabic](#)
- [Understanding relationships and health education in your child's school: primary, Somali](#)
- [Understanding relationships and health education in your child's school: primary, Urdu](#)