



MEADOW PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

THIS POLICY WAS APPROVED:	SPRING 2024
THIS POLICY WILL BE REVIEWED:	SPRING 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR LEADING REVIEW:	FAYE FACER

This policy was created in April 2024 (after consultation with parents and carers). The Meadow Primary School believes that Relationships and Sex Education (RSE) is an integral part of our Personal, Social, Health and Economics (PSHE) curriculum which should provide children with the knowledge and understanding required to prepare them for the physical and emotional changes that they will encounter. We aim to ensure that our RSE curriculum is inclusive and meets the needs of all our pupils.

1. What is RSE?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual orientation or sexual activity.

2. Statutory requirements

As a trust school, we must provide relationship education to all pupils as per Section 34 of the Children and Social Work Act 2017. We are not required to provide sex education; however, we do need to teach the elements of sex education contained within 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 The Meadow, we teach RSE as set out in this policy.

3. Curriculum

3.1 Our RSE curriculum is embedded within our PSHE curriculum (see website) and will be continually reviewed and adapted when necessary to ensure we are meeting the current needs of our pupils.

3.2 We have designed the curriculum, considering the age and needs of our pupils. If pupils ask questions outside the scope of this policy, teachers will always respond in an age-appropriate manner.

3.3 Primary sex education at The Meadow will focus on:

- Sexual difference and the correct anatomical names for body parts
- Preparing boys and girls for the changes that adolescence brings
- Know the difference between appropriate and inappropriate touch
- Exploring the impact of puberty on the body and the importance of personal hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

4. Delivery of RSE

4.1 As part of RSE, pupils will learn about the nature of various family structures and the different ways children can be brought up. They will also understand the value of strong, mutually supportive relationships, whether heterosexual or same sex. We ensure that no stigma is placed on children based on their home circumstances, providing accurate information to help them understand differences and respect themselves and others. RSE at The Meadow aims to promote pupils' spiritual, moral, cultural, mental, and physical development, preparing them for the responsibilities and experiences of adult life. We will work towards this goal in partnership with parents and carers.

4.2 Our school values are intrinsic to developing our pupils for life beyond school. Children will learn about the values through all aspects of school life and in all curriculum areas, not just RSE, however there is a strong correlation between our values and adopting healthy relationships and this will be drawn upon as part of their learning.

4.3 We also teach RSE through other subject areas (such as science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of their own bodies, and how it is changing and developing.

4.4 Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

4.5 Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

4.6 Overview of themes taught in phases:

Our RSE learning will take place in the Summer Term.

Reception	Years 1 and 2	Years 3 and 4	Year 5	Year 6
Understanding family and friendships	Understanding family dynamics and the importance of friendship	Building and maintaining healthy relationships	Deeper understanding of puberty and reproductive health (wet dreams and menstruation)	Deeper understanding of puberty and reproductive health
Basic hygiene and self-care	Identifying and respecting differences and similarities between people	Understanding body changes and personal hygiene	Understanding different types of relationships, including friendships and family relationships	Understanding different types of relationships, including the importance of consent, how a baby is made and an
Naming body parts appropriately	Basic concepts of privacy and	Respecting diversity and differences in families and relationships		
Know the difference between appropriate and				

inappropriate touch	personal boundaries			introduction to the concept of pregnancy.
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***Please note that all these themes will be revisited as our curriculum builds on prior learning.**

5. Roles and responsibilities

5.1 The Governing Body

The governing body will monitor and support the delivery of PSHE, including the RSE curriculum, and work with the Senior Leadership Team to ensure correct coverage and information is conveyed appropriately.

5.2 The Senior Leadership Team

The Headteacher/Assistant Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from RSE.

5.3 PSHE Leader

The PSHE leader is responsible for ensuring that the PSHE/RSE curriculum is relevant and fit for purpose. They will ensure that members of staff are sufficiently trained, so they can teach effectively and monitor difficult issues with sensitivity. They will monitor this policy on a regular basis and report to governors on the effectiveness of the curriculum.

5.4 Staff

All staff are responsible for:

- Teaching the RSE curriculum in weekly sessions
- Delivering RSE in a sensitive way
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Class teachers and our higher-level teaching assistant (HLTA) are responsible for teaching RSE at The Meadow. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. 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 PSHE Leader and/or headteacher.

5.5 Pupils

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

5.6 Parents

The school understands that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive 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 specific units of RSE
- 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 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

6. 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. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Requests for withdrawal should be put in writing using the form found on our website and addressed to the Headteacher/Assistant Headteacher. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

7. Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Child Protection policy. Teachers will respond in a similar way if a child indicates that they may have been a victim or abuse or exploitation. If the teacher has concerns, they will refer these to the designated person responsible for Child Protection as a matter of urgency. Legally, the school cannot offer or guarantee 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.

8. Special Education Needs and Disability (SEND)

Pupils with SEND 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

understanding. This may mean additional support within lessons, small group or individual lessons or adapting resources to enable access. Involvement of parents is crucial in this respect. The relationship between school and parents will be key in deciding how best to proceed in teaching children with some forms of special educational needs.

9. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

10. Complaints Procedure

Any complaints or concerns about the RSE curriculum should, in the first instance, be made to the class teacher who may then refer it on to the PSHE Leader and/or headteacher.

11. Monitoring and evaluating

The school will assess the effectiveness of the aims, content and methods in promoting student's learning through a range of strategies. Teacher assessment will also inform discussion about the successful implementation of the policy. Judgments about the success of the policy can also be made through gathering of evidence from school staff, from parents and governors about the clarity of the information provided, and from our children about how RSE provision is meeting their needs.

12. Monitoring and review

The PSHE subject leader alongside the SLT is responsible for having an overview of standards. This information can be gained in several ways – book sampling, monitoring displays, visiting lessons, discussions with teachers and children and so on. The PSHE subject leader reviews the curriculum annually to ensure that it is in line with current guidance from the PSHE Association and the Department for Education as well as continuing to meet the needs of the children.