

ASTON FENCE J & I SCHOOL



RELATIONSHIPS & HEALTH EDUCATION POLICY

November 2023

Approved by:
Headteacher Mrs C Dawson
Date November 2023
Review date November 2026

1. Introduction

At Aston Fence Junior & Infant School, we believe that Relationships and Sex Education should promote the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. Our Relationships and Sex Education curriculum promotes positive relationships with others, and enables our children to understand and be ready for the emotional and physical changes ahead. We understand that this curriculum complements parents' role as the prime educators in this area and we will build on discussions at home to reinforce key messages.

We will deliver this curriculum in an age and developmentally appropriate manner and will deal with challenging issues sensitively and with care, encouraging discussion and giving pupils space and time to share their worries and explore any questions they may have.

The elements of our RSE curriculum will focus on:-

- *Developing an understanding of and respect for difference whilst allowing children to explore their rights and responsibilities.
- *How to keep healthy and safe (both online and in the real world).
- *Developing an awareness of changes both to the body and the emotions which puberty brings.
- *How to develop positive mental health and how to get help if needed.

2. Aims

The key 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

3. Statutory Requirements

Whilst the school recognises that RSE is compulsory for all pupils within school, our curriculum will take into account all of their needs e.g. gender, religion, sexual orientation, SEND, maturity and ability.

Parents are unable to withdraw their children from this aspect of the curriculum as stated in 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017'.

As per government guidance, we teach the elements of sex education contained in the science curriculum, for example naming body parts and learning about the changes to the body as we grow and based on government recommendations, we will teach the

sex education element of RSE whilst ensuring it is ‘tailored to the age, physical and emotional maturity of our pupils’.

4. Policy Development

Our previous policy was amended to take into account statutory changes and this updated version was written in consultation with representatives of the whole school community. These included staff, governors and parents. The areas outlined in this policy span a number of curriculum areas but the main focus of this work will be taught during PSHE and science lessons.

5. Planning & Delivery

RSE within school is firmly embedded in the PSHE framework but the biological elements are taught through science topics. Some elements of the sex education element are taught as stand alone lessons in years 5 & 6. In order to deliver the RSE element of our curriculum, we will use the ‘Christopher Winter Project’ as a framework to support our planning and teaching.

Our RSE teaching focuses on the following areas:

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

We believe that the responsibility for planning and delivering this area of the curriculum lies firmly with teaching staff. RSE is taught by classroom teachers with some support from outside providers.

A variety of teaching strategies are used to deliver this area of the curriculum. These include circle time, group work, discussion, paired work, role-play, individual work, reflection, videos, literature etc.

RSE is taught in line with our long-term plan and evaluated using objectives outlined in each year group’s assessment booklet.

We will ensure that no child will feel stigmatised due to their home circumstances.

Parents and governors are welcome to view our scheme or work, a copy of which can be found as Appendix 1 to this policy.

6. Roles & Responsibilities

6.1 The Governing Body

The school's governing body will approve the RSE policy and hold the headteacher to account for its implementation.

6.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- *Planning appropriate lessons in line with the school's long term plan and scheme of work.
- *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.

Each staff member is responsible for teaching what is covered on the scheme of work and the vocabulary linked to RSE.

6.4 Pupils

As a school, we expect our pupils to fully engage in RSE lessons, and to respond in a sensible manner to the content matter. We expect them to treat others with respect and sensitivity and to abide by the ground rules established by the class teacher.

7. Parents

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 taught in year 6. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be provided for pupils who are withdrawn from sex education.

8. Training

All staff are trained in the delivery of RSE. If matters were to arise during the school year which required additional training, we would seek out appropriate support and initiate extra training for the appropriate staff members. The PSHE subject lead attends training and support sessions provided by the local authority. Their training is up to date and meets statutory requirements.

10. Monitoring Arrangements

The delivery of RSE is monitored by the subject lead and the headteacher through:

- *Learning walks.
- *Discussions with pupils.
- *Work/Topic Folder Scrutiny
- *Assessment Booklets
- *Professional discussions with staff

Pupils' development in RSE is monitored by class teachers as part of our internal assessment procedure using the school's assessment criteria.

This policy will be reviewed and approved every 3 years.

