



# Nether Kellet Community Primary School

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## Relationships Policy (Including RSE 2020)

### Introduction and Background

Parties involved in the policy's development and consultation:

- Senior Leadership Team – head and deputy
- Teaching staff
- Parents contributing feedback and views about RSE provision
- Governing body

This policy reflects the DfE “Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019” and guidance from the PSHE Association and the local authority.

DFE introduction to statutory guidance:

*“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

*High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation 3”*

All school personnel, parents and carers have been made aware of this policy and staff, governors and parents/carers have been involved in the consultation process to ensure that all understand the rationale behind the school's approach and have had the opportunity to share their views. The school is required to take account of the views of a range of stakeholders though ultimately decisions around curriculum content, pedagogy and approach to teaching RSE rest with the head teacher and governors.

This policy will be made available to view via the school's website and anyone may request a hard copy from the school office if required.

### Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about relationships with others, healthy relationships, the body, reproduction, changes that happen

as we grow, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught in science, some through other curriculum areas such as computing and others are taught as part of personal, social, health and economic education (PSHE) and through assemblies.

### **Aims and Outcomes of RSE in the curriculum:**

The overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

### **RSE provides opportunities for pupils to:**

- Better understand the nature of human relationships.
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children; this also includes marriage and civil partnerships.
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

### **Morals, Values, Equalities and Safeguarding**

The RSE programme at Nether Kellet Primary reflects our ethos and demonstrates and promotes the following:

- Respect for self and others.
- Respect for rights and responsibilities within relationships.
- Valuing family life.
- Appreciation that different, successful family structures exist.
- Understanding diversity regarding religion, gender, culture and sexual orientation.
- Acceptance of difference and diversity.
- Promotion of gender equality and equality in relationships.
- Development of spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Content of the School's RSE Programme Appendices to this policy provide further information about the learning outcomes programme and resources for each year group. (see appendix 1 and 2)

### **How Relationships Education is organised in the curriculum**

RSE is not delivered in isolation, but firmly embedded in many curriculum areas including Personal, Social, Health and Economic (PSHE) education, computing, P4C and science. Many aspects of RSE are taught throughout the year and are woven through assembly themes and P4C discussions. There is also a timetabled PSHE session in all classes to enable deeper exploration of issues and direct teaching of specific aspects. Meanwhile, some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child, e.g. Kidsafe and puberty education.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups i.e. for some aspects of puberty education.

- PSHE Ground Rules are used in all PSHE and RSE lessons.
- Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.
- Resources used are flexible in order to meet the needs of the pupils and curriculum.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and discussions.
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
- External agencies may be invited to support the delivery of RSE. These include the school nurse and the police.
- External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
- The input of visitors is monitored and evaluated by staff and this evaluation informs future planning.

### **Parental involvement**

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through policy consultation, discussions with class teachers, parents' evenings, the school website and prospectus, displays and an open-door policy. To promote effective communication and discussion between parents and their children we notify parents through termly curriculum letters, specific letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

### **Parental rights to withdraw their children**

Parents have the right to withdraw their children from Sex Education (except for those parts included within the National Curriculum for Science, which are statutory) but not from Relationships Education. At Nether Kellet Primary, sex education is only addressed in Y5/6. Prior to that, all RSE focuses on relationships.

Effective methods to communicate the schools' approach to RSE, including the parental right to withdraw their child, are through the schools' website, the RSE policy and information letters sent home to parents.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children;
- advance the 2010 Equality Act;
- encourage the spiritual, moral, social and cultural development of pupils;
- foster British values and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

In Y5/6 RSE, the main emphasis is on puberty and changing bodies and emotions. Those parents/carers wishing to exercise the right to withdraw their child from sex education are invited in to see the teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. If a conversation arises about sexual health issues in a non-SRE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

### **Pupil Involvement**

We involve pupils in the development of the RSE curriculum through a dialogue about feedback and learning, enabling teachers to monitor pupils' views. The RSE leader interviews random groups of pupils across the school as part of the monitoring and evaluation process.

### **How the school responds to specific issues related to Relationships and Sex Education**

#### **Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. Topics that are overtly taught include puberty changes to bodies and emotions. Children may ask questions about aspects of RSE not explicitly taught and these are answered where deemed appropriate by the teacher or spoken about 1:1 where the subject matter is not deemed appropriate for the whole class. The school believes that individual teachers must use their skill and discretion in this area. They may choose to defer a discussion to a future time and discuss questions posed by the children with the head before addressing with the class as a whole or an individual child.

They will also refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

### **Ground Rules**

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground-rules are established at the beginning of the RSE work, in addition to those already used in the classroom.

### **Inclusion**

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support. Homophobic and transphobic references, actions and bullying are not tolerated at Nether Kellet and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

### **Confidentiality and Child Protection Issues**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to make disclosures about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

### **How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed**

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year, each class teacher reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of her monitoring cycle. A random selection of pupils is interviewed to provide feedback on the provision of RSE. The RSE policy is reviewed on a bi-annual basis taking into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before agreeing to amendments of the policy. Head and Governors remain ultimately responsible for the policy.

### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

### **Links to other policies and advice**

This RSE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits Policy

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Intimate Care Policy

E-safety Policy

Relationship and Sex Education Guidance – DfE Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.