

Version	Date	Updated by
1.0	15-09-23	Julia Whitesides

Relationship and Sex Education Policy

This policy will be delivered within the ethos of the school as presented in our PSHCE policy and in addition, is supported by the following policies:

- Child Protection
- Confidentiality, Privacy and data protection
- Equality
- Curriculum
- Online and social media
- Anti-Bullying
- Health and Safety
- Intimate Care
- SEND
- British Values

1. Aims

The aims of Relationship and Sex Education (RSE) at our school are to:

- To develop an awareness of the importance of safe and positive relationships of all kinds and enable children to practise skills that will help them to build and maintain them
- To work in partnership with, and support the role of parents
- 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
- To provide factual information on human reproduction and birth
- To model positive relationships throughout the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- To ensure that all young people know who can support them and how to access this support

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- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Silver Linings School, we believe that RSE should be firmly rooted in our Personal, Social, Health and Citizenship Education (PSHCE) framework and our objective is to work with parents and carers to support and help young people through their physical, emotional and moral development.

2. Statutory requirements:

As of September 2020, 'Relationships Education' is a statutory requirement, and therefore will form part of every child's learning through Science and PSHCE. This aims to put in place the building blocks needed for positive and safe relationships of all kinds.

This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. Silver Linings School encourages respect for all, regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance and therefore within our provision of RSE, we will ensure that resources used, and teaching styles employed, reflect and support the diversity of our pupils and wider society. All members of the school community will also feel safe, valued and respected. As of September 2020, carers do not have the right to withdraw their child(ren) from the mandatory 'Relationships Education' covered within PSHCE and Science, in any year group, however, they do have the option to request to withdraw from the 'Relationships and Sex Education' taught alongside 'Relationships Education' at the appropriate time. This request must be put in writing, citing the reasoning, and addressed to the Headteacher.

At Silver Linings School, we teach RSE with regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Delivery of RSE

RSE is taught within the personal, social, health and citizenship education (PSHCE) curriculum as well as within Science lessons. More informal Relationships Education will be covered through assemblies, circle-time, story-telling and play based learning and specific social aspects of Relationships Education will be covered within mandatory, age-appropriate PSHCE sessions (See PSHCE Policy). Planning has been closely mapped to the PSHE Association programmes of study. Biological aspects of Relationships Education are taught within PSHCE and the Science Curriculum at an appropriate time. Children will be encouraged to recognise and apply the knowledge and skills they learn to other contexts both within, and outside of, the school setting.

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RSE will be delivered in the main by class teachers, with support from relevant outside speakers. When necessary, outside agencies are asked to support staff and children. We ensure that both male and female pupils receive information on the emotional and physical changes of the onset of puberty in both genders.

We consult with pupils on whether they prefer this information to be taught in single gender or mixed gender groups. There may be occasions where groups of children, particularly those with additional learning needs, are taught RSE in smaller groups or individually in order to maximise their learning.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Content

RSE is a developmental process which begins in the early years and continues through to adulthood.

At Key Stage 1 we begin the process through P.S.H.C.E and the Science curriculum. We will work on the following themes:

- Male and female/body parts
- Similarities and differences
- Gender stereotypes
- How did I get here – which body parts help grow a baby (KS1 does not cover birth)
- Growing up
- Friends and Family
- Feelings
- Inappropriate behaviour

In Key Stage 2, RSE will be delivered to all pupils in the school at an appropriate level through the following themes:

Lower Key Stage 2

- Life Stages
- Growing and changing
- Changing bodies-periods (To be built on in UKS2)

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- Basic reproduction – the role of the sperm and egg (To be built on in UKS2)
- Keeping safe
- Feelings
- Healthy relationships
- How to say no (To be built on in UKS2)
- Male and female/body parts (To be built on in UKS2)
- Puberty (To be built on in UKS2)
- Marriage – same and different sex
- Similarities and differences

Upper Key Stage 2

- Reproduction (How babies are made)
- Reproduction (How babies are born)
- Keeping yourself clean and healthy
- Choices and consequences
- Gender and sexuality

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. We use various methods at the beginning of each year to assess children’s current knowledge, understanding, and skills in order to ensure that the content is relevant.

In order to promote common understanding amongst the children, we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts, we teach and encourage the use of the scientific names.

The words we will use include: penis, vagina, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSE.

5. Parents’ right to withdraw

Parents do not have the right to withdraw their child(ren) from any aspect of Relationships Education, however they do have the right to withdraw their child(ren) from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

Parents will be offered the chance to borrow resources should they wish to deliver RSE at home.

6. Safeguarding:

At Silver Linings School, we are aware that sometimes disclosures may be made during PSHCE and RSE sessions. Where this happens, the school’s safeguarding procedures, and where appropriate the Confidentiality and allegations Policy, will be followed immediately. The Safeguarding lead will be informed and the incident will be logged when necessary.

Sometimes, it is clear that certain children may need time to talk one-to-one after the session ends. Staff will acknowledge it is important to allow the time and appropriate staffing for this to happen. If a disclosure occurs, the school’s disclosure and/or confidentiality policy is followed.

Where PSHCE and Science subjects cover Relationships Education, staff and planning will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. School will

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ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and Schools: Departmental advice). All planning will ensure that teaching is sensitive and age appropriate in approach and content and will fall in line with the other policies mentioned above.

7. Monitoring arrangements

The delivery of RSE is monitored through:

Planning scrutinies, learning walks, book and evidence folder scrutinies and questionnaires.

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

This policy will be reviewed annually or sooner should there be any changes to legislation, parents/carers will be consulted upon any amendments and reviews of this policy.

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