



RSE Policy

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To be reviewed: Annually

Key Personnel & Contact Details:

The Headmaster: Mr Dominic Rhys Smith

head@[ruckleigh.co.uk](mailto:head@ruckleigh.co.uk)

The Deputy Head: Mrs Jane Finch

jane Finch@ruckleigh.co.uk

The Designated Safeguarding Lead: Mrs Rachel Chandler

rachel Chandler@ruckleigh.co.uk

The Bursar and Chair of the Directors: Mrs Charlotte Laurens

admin@ruckleigh.co.uk

The Science Teacher : Mrs Jo Brown

jobrown@ruckleigh.co.uk

PSHE Subject Lead: Mr Callum Maclean

callum Maclean@ruckleigh.co.uk

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Aims

Relationship and Sex Education is a key part of the PHSE curriculum. It aims to equip children and young people with the information, skills, positive values and mindsets to have safe, fulfilling relationships, to respect and diversity. These are all lifelong goals to be nurtured from an early stage. Relationships and Sex

¹ Shared with Staff, Parents and Pupils meetings held with Parents who wished to discuss March - April 2019



Education should be taught in a way that proactively fosters values, attitudes and behaviours in line with the Equalities Act 2010.

Prior to pupils moving onto their senior schools, we aim to give them knowledge, confidence and self-esteem about this topic, supported by valuable, accurate and factual information to enable them to make informed and safe choices later in life. At Ruckleigh we aim to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. We strive to help pupils develop feelings of self-respect, confidence and empathy.

During RSE lessons² specifically, pupils are encouraged to question and seek clarification, and every possible care is given to provide them with appropriate, sensitive and informed answers. We ensure a safe learning environment where clear ground rules, prior to RSE topics being taught, are set and any pupil questions are answered in a sensitive and age-appropriate manner. Sensitive issues can arise and these will be handled by the class teacher but can be referred to PSHE Curriculum Lead or Science as appropriate.

Teachers are aware that effective RSE can bring an increased understanding of what is and is not appropriate in a relationship. This can then bring disclosures which require follow up with the DSL as documented in the Safeguarding Policy.

Ruckleigh views the partnership of home and school as vital in providing this for our children in a proper context, with continuity and with full agreement. Parents are informed of the topics their sons/daughters will be learning about at the start of each term, to further the opportunity for discussion at home. Relationship and Sex Education in school is part of a lifelong learning process of physical, moral and emotional development which recognises and accepts that people can be different. We continue to be committed to delivering this subject area within a sensitive and safe environment, allowing and enabling our pupils to develop their own ideas and opinions.

Statutory Requirements

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). Since these statutory requirements were published, we have reviewed our existing practice and updated our policies to encompass what is required now by law. The biological elements are covered mainly by the Science Department running parallel to, and supported by, the relationship topics within the year groups.

Policy Development

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

The Head reviewed the statutory guidance and compared its contents with the school pre-existing Science and PSHE Curriculums. The Head discovered that all necessary content was already present in the school curriculum taught through either Science or PSHE.

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

² Taught as part of PSHE or Science



Parent consultation³ – parents have been informed about the curriculum content and Policy via a letter and Newsletters, parents who had queries or comments met with the Headmaster. The Policy is accessible to all on request.

All policies are subject to review and the school is committed to further consultation upon each update.

This Policy is informed by relevant guidance and directives, including:

- Research briefings regarding RSE, (<http://researchbriefings.files.parliament.uk/documents/SN06103/SN06103.pdf>), seeks to bring RSE in line with the 21st Century needs of pupils
- DfE Sex and Relationship Guidance (July 2000)
- DfE Keeping Children Safe in Education (statutory guidance for schools and colleges September 2021)
- Children and Social Work Act 2017 (Chapter 4 Relationships, Sex and PSHE Education; 34 Education relating to relationships and sex)
- PSHE Association Guidance - 'Children Act' 1989
- Human Rights Act 1998

Learning Outcomes for RSE within the School

By the end of the Foundation Stage children will:

- Play cooperatively, taking turns with others
- Manage their own basic hygiene and personal needs
- Take account of one another's ideas about how to organise activities
- Show sensitivity to others needs and feelings
- Form positive relations with adults and other children
- Explain the reasons for rules and know the difference between right and wrong

By the end of Year 1 children will:

- Tell you why they appreciate someone special to them and express how they feel about them
- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean

By the end of Year 2 children will:

- Begin to recognise similarities and differences between themselves and others and, by encouraging positive self-esteem develop an appreciation of these differences
- Know how to keep clean and look after oneself
- Know which people we can ask for help
- Describe some differences between male and female animals

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE children reflect on relationships, different family groups and

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friendship. They continue to learn to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of Year 3 children will:

- Be able to explain how some of the actions and work of people around the world help and influence their lives
- Be able to explain how this new awareness could affect their choices.

By the end of Year 4 children will:

- Be able to explain different points of view on the issue of animal rights
- Be able to express their own feelings on this and other issues

By the end of Year 5 children will:

- Be able to explain how to stay safe online
- Be able to recognise and resist pressures to use technology in ways that may be risky or cause harm
- Be able to explain how boys' and girls' bodies change during puberty
- Be able to describe how a baby develops

By the end of Year 6 children will:

- Be able to recognise when people are trying to gain power or control
- Be able to demonstrate ways they can stand up for themselves and friends

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In PSHE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Teaching Methodology

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about relationships.

Before starting RSE related lessons, ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel. Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

- Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before RSE related lessons commence.



- Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children can talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs & Disabilities [SEND]

At our school, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSE. Differentiation for children with SENDs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress.

Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

Equal Opportunities

At our school it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Confidentiality & Child Protection

In compliance with the school's 'Child Protection and Safeguarding Policy', staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information.



Teachers must not guarantee complete confidentiality and must inform the child that information will be passed onto another member of staff. Children should be informed of sources of confidential advice.

Any concerns about child protection must be discussed in the first instance with the Designated Safeguarding Lead or in her absence the Headmaster. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately. Should an accusation be made against a member of Teaching Staff the Headmaster should be informed directly.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Lead. Monitoring arrangements involve:

- lesson observations
 - overseeing that the lessons are being accurately documented in the PSHE books
 - Books will then undergo regular book scrutinies run by the PSHE lead
 - witnessing evidence of baseline assessments to ensure learning is taking place
 - ensuring all staff are undertaking relevant RSE training where needed
 - re-consulting with parents and pupil questionnaires to monitor their thoughts on any recent changes made.
- This policy will be reviewed annually. At every major review, the policy will be approved by the Directors.

Right to Withdraw

Parents do not have the right to withdraw children from Relationships or Health Education. However, Parents who have concerns or questions should feel free to discuss these with Class Teachers, the PSHE Lead or the Headmaster.