



<b>RSE Policy</b>	
<b>Independent School Standards: paragraphs 2(2)(d) and 34.</b>	
<b>Policy content:</b> <ul style="list-style-type: none"><li>● Rationale and Ethos</li><li>● Responsibilities</li><li>● Legislation</li><li>● Curriculum</li><li>● Safeguarding</li></ul>	
<b>Latest ratification by Trustees:</b>	Sept 2023
<b>Next review by Trustees:</b>	Sept 2024
<b>Latest Update:</b>	Sept 2023
<b>Links:</b>	Safeguarding Policy Curriculum Policy Online Safety Policy Code of Conduct Anti-bullying policy

## **Rationale and ethos**

This policy covers our school's approach to Relationship and Sex education

We define 'relationships and sex education' as follows:

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.

- We believe relationships and sex education is important for our pupils and our school because we believe in the power of voice and choice which is bound up in a deeper aspect of consent. We also believe in developing a sense of agency in children and understanding their biological make up can help them make better choices about their body.
- We view the partnership of home and school as vital in supporting healthy social and cultural development as outlined above.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

We ensure RSE fosters gender equality and LGBT+ equality. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

## **Roles and responsibilities**

The RSE programme will be led by Dhama, Gemma and Callie.

- It will be taught by each class teacher, specialists or other trained members of staff.
- It will be supported by all members of staff

## **Legislation** (statutory regulations and guidance)

We are required to teach relationships education/RSE within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and PSHE, and other aspects are included in religious education (RE).

- Current regulations and guidance from the Department for Education can be found: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- The RSE policy supports/complements the following policies <https://www.thenewschool.org.uk/documents>
- Documents that inform the school's RSE policy include:
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010),
  - Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
  - Keeping children safe in education – Statutory safeguarding guidance (2023)
  - Children and Social Work Act (2017)

### **Curriculum design**

- Our RSE programme is an integral part of our whole school PSHE education provision. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  1. Families and people who care for me
  2. Caring friendships
  3. Respectful relationships
  4. Online relationships
  5. Being safe

Our RSE programme is inclusive of everyone.

- Our RSE programme will be planned and delivered through <https://www.springfever.org.uk> programme and <https://schoolofsexed.org/>
- We will ensure RSE is matched to the needs of our pupils by following the age appropriate sections of the Springfever programme.
- Our RSE programme will be taught through a range of teaching methods and interactive activities.
- Lessons will be differentiated by age to ensure the appropriate material is covered.
- Appropriate selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the ethos of the school.
- Learning about relationships and sex education in PSHE education lessons will link to/complement learning in all curriculum areas.
- Assessment in RSE will link to pupils' participating in the lesson and by outcome.

### **Safe and Effective practice**

We will ensure a safe learning environment by:

- Teachers and pupils will agree to ground rules at the beginning of the programme and remind each other of the rules at the beginning of each session.
- Physical distancing for some parts of the curriculum for older children will be carried out to ensure a safe and comfortable environment with someone they feel safe and comfortable with.
- Pupils' questions will be answered by the teacher or their chosen person to discuss sensitive issues.

- Adults will be notified prior to the programme being delivered who their key pupils will be.
- Sensitive issues will be handled by each child's chosen person so that they wish to speak about these issues.
- Pupils will be able to raise questions anonymously by putting them in a questions box.
- All staff teaching RSE will be supported by Lucy, Dhama, Gemma and Callie.

### **Safeguarding**

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy and record on CPOMS.
- Visitors/external agencies which support the delivery of RSE will be required to be DBS checked and report to the HR manager ahead of entering the school (checks to be carried out prior to arriving at the school.)

### **Engaging stakeholders**

- Parents will be informed about the policy through an email sent out at the beginning of the term when RSE will take place.
- The policy will be available to parents online and attached to the letter informing them when the programme will begin.
- We are committed to working with parents and carers by having an open dialogue about RSE programmes.
- We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through sharing online resources and continuing to make time to discuss any concerns.
- As part of our whole school approach to RSE, parent Information sessions and opportunities for discussion will be provided.
- Parents to view the materials and resources used will be at the end of the term prior to the programme beginning or the first week of the term when the programme begins.

### **Monitoring, reporting and evaluation**

- Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we would like to assure you we will deal with this in an age appropriate and sensitive way and to encourage you to empower our children to have agency over their bodies through this vital understanding.
- If a parent/carer requests their child be removed from relationships and sex education, we will provide support by inviting the families to share their concerns and ask questions.
- Trustees will be informed of the RSE policy and curriculum through email and be able to discuss this in their next meeting.
- The school's sociocratic model will be used to review and tailor our RSE programme to match the different needs of pupils.
- Teachers will critically reflect on their work in delivering RSE through discussions.
- Young people will have opportunities to review and reflect on their learning during lessons.

- Young people will be influential in adapting and amending planned learning activities where appropriate.

### **Training**

- Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.
- The Co-Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **RSE policy review date**

This policy will be reviewed in Autumn term 2024.

It will be reviewed by Co-Headteachers and Trustees.