

Issue Date: Summer 2024	MAPLE RIDGE SCHOOL Policy	Next Review Due Spring 2025
Relationships and Sex Education Policy (RSE)		

Contents:

1. Our School Vision
2. Purpose
3. Statutory Requirements
4. Policy Development
5. Aims
6. Relationships and Sex Education
7. Roles and Responsibilities
8. Cross-curricular Links
9. Monitoring and Evaluation
10. Safeguarding and Child Protection
11. Partnerships with parents
12. Withdrawals

1. Our School Vision

At Maple Ridge School, we aim to make a difference to all of our pupils and their families by ensuring that children are happy, feel safe and enjoy their school experience.

We provide an individually tailored education to prepare them for life ahead, by enabling children to have the confidence and self-esteem to be ready to learn. We focus on developing self-awareness, social interaction and communication skills.

Our vision is to provide all children with the opportunity to reach their potential and be as independent as possible, equipped with the necessary skills to be positively included in the local community and the wider society.

2. Purpose

The purpose of this policy to explain the definition, aims and objectives of Relationships & Sex Education (RSE), what we teach and how we teach it.

We define RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

RSE is embedded in our curriculum and this policy outlines our legal obligations and the national guidance we use to develop it.

3. Statutory Requirements

We must provide relationships education to all pupils. These legal requirements are described in section 34 of Children and Social Work Act 2017

The law does not require us to teach sex education in our PSHE lessons, we are required to deliver this content to meet OFSTED standards for safeguarding.

We are required by law to teach the elements of sex education in National Curriculum Science (Key stages 1 & 2).

4. Policy Development

This policy has been developed following consultation with Governors, staff, parents and pupils

- Governors and staff were presented with an overview of the new Relationships and Health Education curriculum with opportunities to ask questions, raise concerns and make recommendations.
- Parents/carers were given information during parents evening and invited to attend a focus group about the new curriculum, further information was sent during lockdown and parents had the opportunity to ask questions and raise any concerns.
- Pupil consultation.

5. Aims

At Maple Ridge School, we aim to provide our pupils with opportunities to develop the skills and values, in line with British Values, to live a healthy, safe and responsible life enabling them to thrive within their communities and the wider world.

This policy aims to ensure that the whole school community; pupils, parents/carers, staff and governors have a shared understanding of this important area of the curriculum.

From September 2020 all pupils will be taught Relationships and Health Education supporting their development to live a healthy, safe, fulfilling and responsible life in the community. RSE is an integral part of our PSHE and PATHS curriculum supporting equality between individuals and groups from Year R through to Year 6.

We will deliver the content in a way that is age and developmentally appropriate for our pupils.

6. Relationships and Sex Education

The RSE curriculum provides opportunities to develop the pupil's knowledge and understanding of relationships thereby developing their skills and values to have safe and fulfilling relationships taking responsibility for their health and well-being.

The curriculum aims to develop the pupil's knowledge and understanding of:

Relationships Education	
Families and people who care for me <ul style="list-style-type: none">• Importance of family• Characteristics of healthy family life• Respect for family diversity• Importance of stable relationships• Marriage/civil partnership	On-line relationships <ul style="list-style-type: none">• People behave differently online• Same relationship principles apply online• Rules for keeping safe online• Awareness of the risks of online friendships

<ul style="list-style-type: none"> • How to recognise unsafe situations and how to seek advice/help 	<ul style="list-style-type: none"> • How information and data is shared and used online
Caring Friendships <ul style="list-style-type: none"> • Importance of friendships • Characteristics of friendships • Benefits of healthy friendships • How to maintain a healthy friendship • How to recognise unhealthy friendships and seek help 	Being safe <ul style="list-style-type: none"> • Appropriate boundaries • What privacy means • Your body belongs to you • How to respond to adults you do not know • Asking for help and report feeling unsafe and abuse • Where to get advice and support
Respectful Relationships <ul style="list-style-type: none"> • Importance of respecting others • Conventions of courtesy and manners • Importance of self-respect • Requirement to respect others • Types of bullying • Stereotypes and their impact • Permission seeking 	
Health Education	
<ul style="list-style-type: none"> • Mental wellbeing • Internet safety and harms • Physical health & fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid 	Changing Adolescent body <ul style="list-style-type: none"> • Key facts about puberty and changing adolescent body, particularly from 9-11 years, including physical and emotional changes

This is taught alongside the Paths (Promoting Alternative Thinking Strategies) Program from <https://www.barnardos.org.uk/what-we-do/services/paths> Providing opportunities for all pupils to develop social and emotional learning skills so they can make positive choices. A curriculum map will be available on the school website.

7. Roles and Responsibilities

The PSHE lead is responsible for co-ordinating RSE along with Assistant Headteachers, however, all staff are involved in the delivery of RSE. Teachers and class support staff not only through the delivery of PSHE but through the wider curriculum as well, with the wider staff team contributing alongside teachers and class support staff through modelling safe, appropriate and respectful relationships.

8. Cross-curricular links

Science: The national curriculum for science teaches about external parts of the body, changes to the body as it grows from birth to old age including puberty.

PSHE, PATHS & ELSA: supports safe, appropriate & respectful relationships.

RE: supports diversity, inclusiveness and tolerance of others, their views and beliefs supporting safe, appropriate & respectful relationships.

Computing: The national curriculum for computing covers e-safety, teaching about the responsible, respectful and secure way to use technology supporting safe, appropriate & respectful relationships.

PE: supports inclusiveness and tolerance of others, physical health and fitness, mental wellbeing and keeping safe.

SMSC: RSE supports the teaching of spiritual, moral, social & cultural development & tolerance.

Additional links to Attendance, Behaviour including bullying, Equalities.

9. Monitoring and Evaluation

Monitoring will ensure that pupils are taught what is planned and lessons are delivered in line with our Teaching and Learning Policy. Evaluation will support planning and allows for Teachers and Senior Leaders to review the programme to ensure high quality teaching.

The PSHE Subject Lead is responsible for monitoring and evaluation through

- Twice termly Child Centred Monitoring
- Moderation in Teacher's meetings
- Me Books
- Lesson observations
- Yearly pupil questionnaire
- Yearly staff questionnaire.

10. Safeguarding and Child protection

Teaching children about safe, appropriate and respectful relationships is an important part of keeping them safe and is an important part of meeting the school's safeguarding obligations. Should children disclose any safeguarding issues through RSE all staff are familiar with the procedures for reporting their concerns as set out in our Safeguarding Policy.

11. Partnership with parents

We foster close working relationships with our parents and recognise that the primary role in children's RSE lies with the parents and carers. We continue to promote positive and supporting relationships with our families through mutual understanding, trust and co-operation. We will:

- Inform parents about the school's RSE Policy and answer any questions they may have, this information will be available at Parent's evening in the summer term.
- Listen to any concerns or issues raised with teachers, Senior Leaders or Governors about RSE
- Parents have the right to withdraw their child from aspects of RSE not included in the Science Curriculum, (see section 11) children withdrawn will be provided with alternative work linked to PHSE

12. Withdrawals: Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the PHSE curriculum specifically Relationships and Sex Education. However, parents cannot withdraw their child from either the teaching of PHSE including Relationships and Health Education or any aspect of National Curriculum for Science.