

## **Russell Lower School Relationships and Sex Education Policy**

**Autumn 2023 - Autumn 2026**

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#### **1. Aims:**

The aims of relationships and sex education (RSE) at our school are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

It fits within the wider PSHRE curriculum at Russell Lower School, which follows the nationally approved PSHE Association Programmes of Study. It has many overlaps with our Science and Religious Education curriculum, and with Spiritual, Moral, Social and Cultural aspects of learning. This also fits within the wider culture at Russell of our 'Russell Rights': The right to be safe, to learn, to be included and be happy.

## **2. Statutory requirements**

As a maintained school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Russell Lower School we teach RSE as set out in this policy and on the curriculum area of the school website:

[https://www.russell-lower.co.uk/website/personal\\_social\\_health\\_and\\_relationships\\_education\\_pshre/451393](https://www.russell-lower.co.uk/website/personal_social_health_and_relationships_education_pshre/451393) .

## **3. Policy development**

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

1. Review – staff worked together in Staff Development Meetings to pull together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy and attend a meeting if they wanted to
4. Pupil consultation – we talked to our School Council about RSE, and what they wanted from it
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. 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.

#### **5. Curriculum**

Our curriculum is set out as per our PSHRE syllabus which includes relationship education, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. As such, at Russell Lower School, we call this subject PSHRE. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The Science curriculum can be found on the school website:

<https://www.russell-lower.co.uk/website/science/451383>

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

For more information about our RSE curriculum, see our PSHRE Curriculum on our website here:

[https://www.russell-lower.co.uk/website/personal\\_social\\_health\\_and\\_relationships\\_education\\_pshre/451393](https://www.russell-lower.co.uk/website/personal_social_health_and_relationships_education_pshre/451393)

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).

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
- Give careful consideration to the level of differentiation needed

## **6.2 Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs Nicki Walker leads PSHRE across the school.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

At Russell Lower School we teach the statutory parts of the RSE curriculum via Science lessons.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHRE lead and Senior leadership team, including the local authority and School Improvement Partners, through: Planning scrutinies, book looks, learning walks, lesson observations and discussions with staff, pupils and parents.

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

This policy will be reviewed by the Governing Board every three years.

## **Appendix 1: Curriculum map**

For more information about our RSE curriculum, see our PSHRE Curriculum on our website here:

[https://www.russell-lower.co.uk/website/personal\\_social\\_health\\_and\\_relationships\\_education\\_pshre/451393](https://www.russell-lower.co.uk/website/personal_social_health_and_relationships_education_pshre/451393)