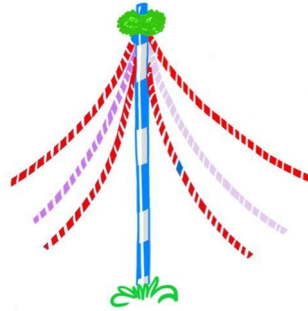


# Maypole School



## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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# CONTENTS

1. Introduction	3
2. Statutory requirements	3
3. Policy development	3
4. Definition of RSE	4
5. Delivery of RSE	4
• How RSE will be Taught	
• The Skills we aim to Develop	
6. Roles and responsibilities	4
• The Governing Body	
• The Head Teacher	
• Staff	
• Pupils	
7. Parents / carers' right to withdraw pupils	5
8. Training	5
9. Monitoring arrangements	6

# 1. INTRODUCTION

The aims of Relationship and Sex Education (RSE) at Maypole School are to:

- Provide a framework in which sensitive discussions can take place
- Where appropriate, 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.

RSE will always take full account of the ethos and values of the school. In particular, RSE will take full account of our approach to teaching and learning which is focused on meeting individual pupils' needs, given that our pupils have a range of special educational needs and disabilities and will present challenging behaviours.

## 2. STATUTORY REQUIREMENTS

Relationships education is compulsory in primary schools. Relationships and Sex Education is compulsory in secondary schools. With regard to our primary aged pupils, we will teach the elements of sex education contained in the science curriculum; and all other elements of relationships education that will ensure and develop the safety of our pupils through their PSHE lessons.

We will always have full regard to guidance issued by the Secretary of State for Education as outlined in section 403 of the Education Act 1996.

## 3. POLICY DEVELOPMENT

Parents/carers and stakeholders have not yet been consulted about the development of this Policy, because it was written before the school had any pupils.

This policy will be further developed and reviewed in consultation with staff, pupils and parents/carers. The consultation and policy development process will involve the following steps:

**Step 1: Review.** Members of staff will collate all relevant information including relevant national and local guidance

**Step 2: Staff consultation.** All school staff will be given the opportunity to look at the policy and make recommendations

**Step 3: Parents/carers and stakeholder consultation.** Parents/carers and any interested parties will be invited to contribute to and comment on the policy

**Step 4: Pupil consultation.** We will consult on what exactly pupils want from their RSE

## **4. DEFINITION OF RSE**

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.

## **5. DELIVERY OF RSE**

### **How RSE will be taught**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will also receive stand-alone sex education sessions delivered by a trained health professional.

Individual discussion and teaching may take place with key members of staff, such as teaching assistants and therapists, especially if specific concerns or input is deemed appropriate.

### **The skills we aim to develop**

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 or a care home. The approaches to the teaching and learning of these skills will be differentiated to meet the individual needs of pupils, taking full account of their special educational needs and disabilities, and social, emotional, and behavioural difficulties.

## **6. ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body will hold the Executive Headteacher to account for its implementation.

## **The Executive Headteacher**

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

### **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
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the various components of RSE.

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 Head Teacher.

### **Pupils**

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

## **7. PARENTS / CARERS' RIGHT TO WITHDRAW PUPILS**

Parents / carers have the right to withdraw their children from various components of RSE.

Requests for withdrawal should be made in writing, and addressed to the Principal or Executive Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with parents/carers, and take appropriate action.

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

## **8. TRAINING**

Staff will be trained on the delivery of RSE and it will be included in our continuing professional development calendar.

The Executive 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.

## **9. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the Executive Headteacher and the Principal through planned scrutiny such as lesson observations, learning walks, discussions with pupils, and any other appropriate means. Feedback is reported to the governing body.

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

This policy will be reviewed annually by the leadership team.