



Swanage Primary School

RSE Policy

Protocol Adopted: April 2026

Protocol Review Date: April 2029

THE PURPOSE OF THIS POLICY IS TO

- Clarify the legal requirement and responsibilities of the school.
- Clarify the schools approach to sex and relationships education (RSE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSE education programme.
- Provide a basis for evaluating the effectiveness of the school RSE programme
- Reinforce the role of the schools in contributing to local and national strategies.

SCHOOL BACKGROUND

Swanage Primary school is a maintained primary school catering for approximately 185 pupils aged 4 – 11 years old.

Pupils are predominately of a white British origin with a small number of pupils, in each year group, coming from range of other groups.

DEFINITION

Sex and Relationship Education has been renamed as 'Relationship and Sex Education' (RSE) to emphasise the relationships aspect of RSE. This was one of the recommendations from the Commons Education Committee Feb 2015. Relationship and Sex Education is not just about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

DESCRIPTION OF RSE

We believe RSE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. We believe it should encourage personal and social development, foster self esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

In our school we believe RSE is an integral part of Personal Social Health Education (PSHE) and will be delivered within an age appropriate programme. We aim to provide our children with:

- Knowledge and understanding including: emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.
- Personal and social skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the difference between people, resilience to cope with change, making responsible and safe decisions, including online.
- Attitudes and values including: feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

AIM & OBJECTIVES

Our aim is to ensure RSE will help give our young people the skills, understanding and knowledge they need to lead confident and healthy independent lives. We will help them to become informed, supported and responsible citizens within the community.

The objectives of Relationship and Sex Education are to:

- Promote a healthy, safe and caring environment for all pupils and staff.
- Provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- Promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves, and for others, at home, at school, at work and in the community.
- Prepare pupils to confidently engage with the challenges of adult life.
- Provide sufficient information and support to enable pupils to make safe choices.
- Help children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

LEGAL OBLIGATIONS

- Duty to promote wellbeing (Children Act 2004)
- Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage and its importance for family life and the bringing up of children (Learning and Skills Act 2006)
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- Teach statutory RSE elements in the Science National Curriculum
- Have an up to date policy (Education Act 1996)
- Meet the school's safeguarding obligations
- Make the policy available to pupils and parents (Education Act 1996)
- Right of parent withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- Take account of the DfE guidance on RSE (2000)

- DfE expects that all state schools 'should make provision for personal, social, health and economic education' (PSHE) and that 'RSE is an important part of PSHE' (DfE guidance on PSHE 2013)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

RIGHTS OF WITHDRAWAL

Opportunities exist throughout the statutory curriculum to provide RSE. The school would prefer parents/carers to play a part in this sometimes sensitive area by being informed and involved in the development of the schools RSE programme so they can continue discussions at home. Parents/carers are invited into the school to view the contents of the RSE teaching programme before it is delivered to their children. However, in the event of any parent/carer wishing to withdraw their child from some, or the entire curriculum, they are asked to inform the Headteacher in writing. In the event of this happening the parent/carer will be invited to attend a meeting to discuss any concerns with the school. Following this discussion, any parent/carer still wishing to exercise their rights to withdraw their child should be re-assured that appropriate alternative arrangements will be agreed and organised by the school. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

INCLUSION

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

The needs of boys as well as girls: Girls tend to have greater access to RSE than boys, both through the media (particularly teenage magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: On average, about 5% of our children will go on to define themselves as gay, lesbian or bi-sexual (GLB). Our children may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All of our children will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall also actively tackle homophobic bullying.

Special educational needs: We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationship and Sex Education: We intend that all pupils shall experience a programme of relationship and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication: Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of relationship and sex education to ensure that these pupils have equal access.

Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content: self-awareness, gender awareness, body recognition, privacy.

CURRICULUM CONTENT

What language will be used when talking to the children about RSE?

Often children are given 'pet' names to describe their body parts. These codes can create a sense of secrecy about these areas of the body. We wish to empower children and encourage them to talk openly so the correct terminology will be used for the body parts unique to boys and girls.

The following statements are offered as illustration of learning outcomes for RSE and Science for each key stage (National Curriculum 2014):

Key stage 1

Year 1 (Animals including humans)

Pupils should be taught:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 (Animals including humans)

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key stage 2

Years 3, 4 and 6 have no links.

Year 5 (Living things and their habitats)

Pupils should be taught:

- To describe the life processes of reproduction in some plants and animals.

Year 5 (Animals including humans)

Pupils should be taught:

- To describe the changes as humans develop to old age.
- Body changes at puberty.

ORGANISATION

The schools teachers will deliver RSE lessons to their own classes through our 'Jigsaw' scheme. The unit for Summer 2 is entitled 'Changing Me' and covers the relevant content at any age appropriate level. The school has access to a community nurse who can be called upon to support the delivery of RSE lessons. Aspects are also taught in science, promoting a whole school approach to emotional and social development. RSE will be delivered within an age

appropriate programme. Year 5/6 children will also watch episodes from a DVD entitled 'All about us: Living and Growing'.

STATEMENT ABOUT SENSITIVE ISSUES

Discussion will be encouraged at all times with ground rules regarding personal questions established. We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way. Questions regarding homosexuality, sexually transmitted infections and contraception will be answered appropriately if raised.

Each year group is responsible for ensuring a letter is sent home in the weeks before RSE lessons begin, informing parents/carers that the lessons are going to be taught in the coming weeks and to be prepared for questions being raised at home.

If child protection issues arise, the school's Child Protection procedures will be initiated, all staff are aware of these procedures and are regularly updated (see Child Protection policy).

If outside agencies are asked to provide classroom sessions they must be aware of and follow the confidentiality policy of the school.

WORKING WITH THE SCHOOL COMMUNITY

We believe working with children and young people is vital and will ensure a positive effort is made to consult with them about the RSE policy and programme.

Mechanisms are in place for consulting governors about the RSE policy and programme.

We believe working with parents/carers is vital and will ensure a positive effort is made to inform and involve parents/carers in the development and review of the schools RSE programme as part of an on going process.

This policy is available for inspection by parents/carers, via the school's website and onsite access. Information regarding RSE content will be made available at parents/carers evenings.

A copy of the Jigsaw scheme, which is our key resource in the teaching of RSE is available for parents/carers to view.

MONITORING AND EVALUATION & ASSESSMENT

Pupil/staff evaluation will take place at the end of each module. These results will inform teaching strategies and enhance future programmes.

The PSHE subject leader, and Governors, will meet regularly to discuss issues and allow time for CPD. Parents/carers will be consulted during the revision of this policy and opportunities to discuss issues related to RSE will be available at parents/carers evenings, or directly via the PSHE subject leader.

Monitoring is the responsibility of the Headteacher, the Governing body and teachers with responsibility for RSE.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by undertaking lesson observations, sampling teachers planning, by sending questionnaires to teachers and children and feedback received from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes, if required.