



RSE Policy

January 28 2021

Orchard House School

RSE policy

1. Rational and Ethos

In 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019), relationships education is defined as: 'on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

Relationship and Sex education at Orchard House School will ensure that our pupils:

- have an awareness and understanding of themselves
- know how their bodies change
- know how to manage their feelings and express themselves
- have the skills to become happy, confident and independent individuals
- Are able to make informed decisions about their health and wellbeing

2. Roles and Responsibilities

The provision of RSE is overseen by the Heads of PSHCEE for KS1 and KS2. The Form teachers deliver the lessons and they receive training and support and CPD from the heads of PSHCEE.

3. Legislation and guidance

This policy has been written with regard to the following documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Sex and Relationship Education (relationships education) for the 21st century, Supplementary Advice to the Sex and Relationship Education Guidance DfEE (0116/2000), (Brook, PSHE Association and Sex Education Forum, 2014)
- The Children Act (2004)
- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)

4. Safe and effective

To promote equal opportunity and inclusion for all, the school's approach to the teaching of relationships education will be mindful of:

The needs of boys and girls

The school shall consider the particular needs of boys and girls, along with adopting gender-inclusive teaching styles. The school shall also be proactive in identifying and challenging sexism and sexist bullying.

Gender and sexuality

Relationships education may include discussions of gender and sexuality in a balanced and sensitive manner that will include positive representations of a variety of gender and sexual identities. Teachers shall also, at an age-appropriate level, confront the social problems of homophobic bullying and stereotyping based gender and sexuality.

Ethnic and cultural diversity

The school will consult pupils, parents and carers about any specific views and values they may have that arise from ethnic or cultural backgrounds, and promote respect for, and understanding of, the views and values of different ethnic and cultural groups with regard to relationships education.

Religious backgrounds

The religious background of pupils will be taken into account when planning teaching, so that topics are appropriately handled appropriately.

Home backgrounds

The school recognises that our pupils come from a variety of family circumstances and home backgrounds. The school shall be mindful to ensure that teachers do not make assumptions or use language that leads to children feeling excluded due to their family circumstances and home backgrounds.

Special educational needs

The school recognises the fact that in all classes there are children of differing abilities and seeks to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The teaching of relationships education will include differentiated tasks to ensure that all pupils are able to access the relationships education curriculum.

EAL

The teaching of relationships education will take account of children for whom English is an additional language. Visual aids will be used to help pupils understand vocabulary and taught concepts, in addition to differentiated tasks and teacher support.

Answering difficult questions

Sometimes a pupil will ask a difficult question during a relationships education lesson. Such questions will be handled sensitively and may be addressed individually after the lesson. Individual teachers are expected to use their professional judgement and discretion if such a situation were to occur and to seek guidance from the head if they are concerned. In each classroom there are 'ask me' baskets where children can write any questions they have and ground rules, different to classroom rules, are established before the discussion of topics.

5. Safeguarding

Relationships education may bring about disclosures of safeguarding children issues. All teachers are familiar with the procedures for reporting concerns. Teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. The following will help to establish clear boundaries for confidentiality between pupils and teachers: establishing ground rules in lessons and having an anonymous question box (ask me basket) , reassuring pupils that their best interests will be maintained, encouraging pupils to talk to their parents or carers and providing them with the support to do so, ensuring that pupils know that teachers cannot offer unconditional confidentiality, if possible abuse is disclosed, teachers will follow the school's child protection policy and procedures.

6. Curriculum design

The RSE curriculum is a spiral curriculum building on skills and understanding year on year and following the guidelines from the DFE. It is embedded into the PSHCEE curriculum which has been created from plans from the PSHCE association. The following principles are used with the teaching of RSE:

- There is a safe learning environment agreed ground rules are used effectively
- Teaching starts from where the pupils are progress is assessed
- Classroom visitors are used effectively
- Scare tactics are not employed- there is no shock, horror approach
- Teaching is inclusive and sensitive and distancing techniques are used
- The lessons develop knowledge, skills and attitudes and are relevant to young people's lives, including life online
- Pupil's questions are well handled
- Further support and advice is signposted
- The lesson is closed effectively

7. Monitoring, reporting and evaluation

The heads of PSHCEE monitor and review the effectiveness of the programme of study through pupil's questionnaires, class discussions, formative assessment, work scrutinies, teacher's evaluations and pupils self-assessments, feedback from parents, carere and teaching staff. These findings are used to inform future developments and areas for change. In particular, listening and responding to the views of pupils and parents is viewed positively, strengthening the policy and ensuring that it meets the needs of all pupils.

8. Engaging stakeholders

The school acknowledges that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to mature and to form healthy relationships. The school wishes to build positive and supportive relationships with the parents of children at the school through mutual understanding, trust and cooperation. In promoting this objective the school will:

- Consult with parents over the development of the school's relationships education policy and practice;
- Share the content of specific relationships education lessons
- Provide opportunities for parents to discuss the content of lessons in confidence and answer any questions that parents may have in relation to relationships education;
- Answer any questions that parents may have about the relationships education of their child;
- Inform parents about best practice with regard to relationships education so that the key messages that parents and carers provide to children at home are supported by relationships education teaching in school. The school believes that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

9. Parents' and carers' right to withdraw their child(ren) from relationships education lessons

There is no right for parents to withdraw their child(ren) from relationships education as the Department for Education believes the contents of the subject, such as family, friendship, safety (including online safety) are important for all children to be taught.