

Medina Primary School



Relationships and Sex Education (RSE) Policy

Reviewed by	Governing Body	Authorised by	A McGarvey (Headteacher)
Last Review	April 2024	Date	January 2025
Next Review	January 2026	Review Cycle	Annually

Signed by

A McGarvey

Relationships and Sex Education (RSE) starts to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including those online. RHSE sits alongside an essential understanding of how to be healthy. Medina Primary School aims to foster pupils' wellbeing and develop the resilience and character that are fundamental for our pupils to become happy and successful individuals.

Our RSE curriculum sits in the context of Personal, Social and Health Education (PSHE) and forms the backbone of our school's positive culture. We aim to ensure our pupils treat others and themselves with respect and consideration. We want them to learn how to be tolerant and understanding of others and to stand up for what is right. Pupils are taught that families and people are all different and all equal. Teachers support pupils to know what keeps them healthy, both mentally and physically, and what keeps them safe.

In common with many other primary schools across the country, we make use of planning and materials provided by **SCARF**, which is an abbreviation for 'Safety, Caring, Achievement, Resilience, Friendship'. We selected SCARF because it meets our school's values for both our RSE and PSHE curriculums.

Specifically, in relation to SEX education at this school the aims 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
- Create a positive culture around issues of sexuality and relationships

What are the statutory requirements for the teaching of RSE?

As a maintained primary school, we must provide relationships education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#). 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](#).

At Medina Primary School, we teach RSE as set out in this policy.

How was this policy developed?

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified.

We continue to keep this policy under review with these stakeholders.

What is 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 sharing information and exploring issues and values.

It is not about the promotion of sexual activity.

What does the RSE curriculum cover?

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. Sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

How do we support pupils with good mental health?

Health Education (including mental wellbeing) is taught by all staff, often as part of an individualised curriculum according to pupils needs. Teaching can occur during discrete PSHE lessons, as part of the Key Stage rolling programme, as part of other curriculum areas and throughout the school day as appropriate. The teaching is sensitive, both age and developmentally appropriate

Broad areas that will be taught within Health Education are:

- Healthy eating – making healthy food choices
- The importance of physical exercise
- Emotions and being able to say how you are feeling (supported by the Zones of Regulation)
- Emotional regulation
- Online safety

We teach ways to keep healthy across our curriculum and support pupils to talk about their feelings because we know this underpins positive mental health. Using Zones of Regulation we support pupils to talk about their moods and feelings and, when needed, to think about how they can move into a more positive frame of mind.

How is RSE taught?

The biological aspects of RSE are taught within the science curriculum.

Relationships education includes the following:

- How to take turns
- How to treat each other with kindness, respect and to appreciate differences
- Importance of honesty
- Concepts of personal boundaries and space
- Difference between good and bad touch or interaction
- When and how to say no and how to tell an appropriate adult
- Safe relationships online

Sex Education starts to be taught by the class teacher from Year 3 (Key Stage 2) upwards. It is usually taught to mixed gender groups but, on occasion, to boys and girls separately and sometimes individually. Parents will be informed when these aspects of the curriculum are being taught and will be given an overview of content. Sex education is always taught within the context of family life.

We take care to ensure that there is no stigmatisation of children based on their home circumstances. We understand that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and many other structures. We always reflect sensitively that some children may have a very different structure of support around them; for example, children who are looked after and young carers.

SEND

Staff will do all they can to understand children's individual circumstances as this may impact on their participation to participate in RSE discussions. Children with past trauma, SEMH, and/or SEND (particularly ASD) may need a personalised RSE curriculum. Staff will liaise with parents and/or Inclusion Manager before RSE lessons commence.

Roles and Responsibilities

The Governing Board

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school in line with our curriculum, and for managing requests to withdraw pupils from non-statutory 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 wish them to be withdrawn from the non-statutory components of RSE.

Staff are trained on the delivery of RSE and it is included in our continuing professional development. The Headteacher will also invite visitors from outside the school, such as school nurses, sexual health professionals or LA PSHE advisors, to provide support and training to staff teaching 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.

Do parents have the right to withdraw?

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Related Policies

These include: Anti-bullying, Behaviour, Equality Diversity and Inclusion, Health and Safety, SEND, Safeguarding and Child Protection.

This policy will be kept under review by the PSHE leader.

At every review, the policy will be approved by the Headteacher and Governors.