

# Relationships and Sex Education Policy 2024-2025

## Ombersley Endowed First School



### 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

### 2. Statutory requirements

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](#).

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](#).

At OEFS we teach RSE as set out in this policy.

### 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 – a member of staff or working group pulled 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 attend a meeting about the RSE requirements and provision at OEFS.
4. 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 at an age appropriate level.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner according to the age of the pupil.

For more information about our curriculum, see our curriculum map in Appendix.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum based on the Twinkl scheme and FPA Growing up with Yasmin and Tom. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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 PSHE Curriculum Plan

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).

## **7. Roles and responsibilities**

### **7.1 The governing body**

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, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 headteacher.

PSHE/RSE Coordinator : Mrs J Bragg

### 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.

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

## 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 or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs J Bragg, PSHE Coordinator/ Headteacher through:

Learning walks, pupil voice, lesson observations,

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

This policy will be reviewed by Governing Body every year.

<b>Approved by:</b>	Governing Body
<b>Reviewed:</b>	July 2024
<b>Next review due by:</b>	Summer 2025
<b>Approved by:</b>	Governing Body

**Reviewed:** July 2024

**Next review due by:** Summer 2025

Appendix



**OMBERSLEY ENDOWED FIRST SCHOOL PSHE LONG TERM PLAN**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR ONE</b>	TEAM	BE YOURSELF	BRITAIN	AIMING HIGH	MONEY MATTERS	IT'S MY BODY
<b>Twinkl</b>						
<b>YEAR TWO</b>	THINK POSITIVE	ONE WORLD	SAFETY FIRST	VIPS	RESPECTING RIGHTS	GROWING UP
<b>Twinkl</b>						
<b>YEAR THREE</b>	TEAM	BE YOURSELF	BRITAIN	AIMING HIGH	MONEY MATTERS	IT'S MY BODY
<b>Twinkl</b>						
<b>YEAR FOUR</b>	THINK POSITIVE	ONE WORLD	SAFETY FIRST	VIPS	RESPECTING RIGHTS	
<b>Twinkl</b>						

<b>Yasmine and Tom</b>	<i>Relationships</i>  Families and getting on with our families		<i>Relationships</i>  Is it risky?	<i>Relationships</i>  People who can help us on and offline		<i>Relationships</i>  My personal and private body parts and keeping safe  Body care