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**South Kirkby Academy RSE Policy**

**Rationale and Ethos**

This policy covers our school approach to Relationship Sex Education (RSE).

We define ‘relationships and sex education’ as **learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip** children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

We believe relationships and sex education is important for our pupils and our school as it provides the building blocks for children to be able to understand how to keep themselves safe in a changing world and to create respectful relationships, both in the real and online world. Our children will be equipped with the knowledge of the different types of relationships and what healthy relationships look like alongside boundaries to support this.

We view the partnership of home and school as vital in providing the ‘real-life’ context our curriculum and also strengthening the children’s learning.

Our school’s overarching aims for our pupils is ‘Success for All’, at SKA we believe that all children should succeed not matter their starting point. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing children with work that is differentiated to meet their needs, this could also include extra support from the Learning Mentor or Pastoral Care Worker when appropriate. SKA also has access to outside agencies who referrals can be made to if needed. We ensure RSE fosters gender equality and LGBT+ equality by ensuring that our curriculum explores all parts of our community and different family makes ups.

**Roles and responsibilities**

The RSE programme will be led by the PSHE co-ordinator. It will be taught by the class teachers and will be supported by the use of the PSHE association quality marked resources and the 1decision programme which is again PSHE association quality marked. Teaching staff will receive RSE training from the PSHE Co-ordination as well as advice though learning walks, lesson observations and book looks. Staff will get extra support if required or if they ask for it.

**Legislation (statutory regulations and guidance)**

We are required to teach relationships education/RSE as part of our schools curriculum. Current regulations and guidance from the Department for Education state that Relationship Education is a compulsory part of the curriculum. Parents cannot opt out of this part of education. Sex education is not compulsory and parents can ask for their child to not be part of this part of the curriculum. There is guidance on our school website which advises parents on this and are encouraged to speak to the school office in the first instance to discuss this.

The RSE policy supports/complements the following policies:

Safeguarding policy

Behaviour Policy

Code of Conduct policy

PSHE Policy

Curriculum policy

Internet Safety Policy

Documents that inform the school’s RSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

**Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the following themes which have been taken from the PSHE association and their Thematic Model Programme Builder document:

Families and Friendships

Safe relationships

Respecting ourselves and others

Media literacy and digital resilience

Growing and changing

This fits into our wider programme of study of PSHE.

Our RSE programme is inclusive of all gender, race or religion. We will ensure RSE is matched to the needs of our pupils by speaking with the children and also looking at findings from the Fingertips analysis which highlights area of need specific to your own demographic.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including written work, drama, the use of video clips and visitors. Lessons will be differentiated by the children’s starting point to ensure that all children are able to make progress in line with their own ability and maturity.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE coordinator through consultation with staff. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the themes which we will be teaching.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, RE, Literacy and History.

We will assess pupils’ learning and progression through the use of baseline assessments at the beginning of a topic and then revisiting this assessment once learning has been completed to show what progress they have then made. This is then personal to each child and their circumstances. Children will not be formally assessed in RSE in line with PSHE association guidance.

An overview of the learning in each year group can be found on the school website under our PSHE tab. Here you can access the overview for each year group and the Topic talks and Optional Homework that has been set by the class teacher.

**Safe and Effective practice**

We will ensure a safe learning environment by providing teaching staff with the knowledge and strategies to handle each of the topics in a sensitive and age appropriate way as advised by the PSHE association.

The following ground rules will be implemented by children and staff:

• We will listen to others and respect what people say

• We will not ask personal questions or put people ‘on the spot’

• We will not make assumptions about other people, their experiences or feelings

• We have the right to ‘pass’ if we do not wish to comment

• We will keep the conversation in the room (unless our teacher is concerned for our safety or wellbeing, when they may need to tell someone else to help us)

• We know we can ask for further information, help or advice during or after the lesson

Pupils’ questions will be answered in a sensitive light. If it is personal to them this may be tackled individually. Staff have had advice given from the PSHE association on how to handle questions from children, it may be that they ‘park’ a question to discuss with a child at a different time or that the question is not something that they learn about at their age. Children may be encouraged to speak to a parent or carer about a question as they will know if their child is ready for the answer.

We will allow pupils to raise anonymous questions using the worry box that we have in school and is monitored regularly by the Learning Mentor in school. If a safeguarding issue is raised by an anonymous question we will endeavour to locate the child who made the referral in a sensitive way and encourage who has wrote this to come forward and speak to a member of staff or contact Childline.

**Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff regularly has safeguarding training and know who the Designated Safeguarding Leads in school are. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if any issues do arise and these will be investigated in line with our Safeguarding Policy. Visitors/external agencies which support the delivery of RSE will be required to comply with our Safeguarding Policy and will be given the visitor leaflet on arrival and any necessary checks will be done. The protocol for inviting visitors into lessons is that the Teacher will need to be aware before this what the adult will be teaching and the learning outcomes intended from the session.

**Engaging stakeholders**

Parents will be informed about the policy through letters sent out at the beginning of each school year. The policy will be available to parents through the school website or can be requested from the school office.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through half termly topic talks and optional homework as well as a dedicated tap to PSHE on the school website. We will notify parents when Relationships and Sex education will be taught, by letter.

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we will endeavour to engage with the parent on the reasons behind this and allay any concerns. If a parent/carer requests that their child be removed from relationships and sex education, we will do so when needed and provide appropriate alternative work for them to complete.

Governors will be informed of the RSE policy and curriculum through governors meetings where this will be minuted and all governors invited to ask questions about the schools curriculum and policy.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils, this will take place termly through questionnaires and small targeted groups for pupil chats from each year group.

**Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through lesson observation and learning walk feedback from the PSHE co-ordinator. This will be monitored by the Head Teacher.

Pupils will have opportunities to review and reflect on their learning during lesson through the use of the baseline assessments that they will then reflect on at the end the topic. The children will be given chance to discuss as a whole class or small groups the information that they have been given during the lesson. Pupil voice will be influential in adapting and amending planned learning activities and this will take place through termly questionnaires and targeted pupil chats.

**RSE policy review date**

This policy will be reviewed by the PSHE co-ordinator yearly. This will ensure that it follows any current guidance from the DfE and the PSHE association.