



MABLETHORPE PRIMARY ACADEMY

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Relationships and Sex Education Policy 2024/2025

Introduction

- RSE plays a very important part in fulfilling the statutory duties all schools have to meet.
- RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.
- Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to form and maintain relationships.
- It also enables children and young people to make responsible and informed decisions about their health and well-being.
- RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and grow as individuals.

Aims

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, 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.
- Support the academy ethos of nurturing a caring community.

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Aims of teaching of RSE through PSHE

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of a stable family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

Class teachers deliver Relationships and Sex Education as part of the PSHE curriculum. There is a whole-school approach - from Pre-School to Year 6 progression and continuity are built through the teaching of the specific RSE learning intentions for each year group in the Jigsaw 'Changing Me' unit of work taught in the summer term. RSE is taught through the context of looking at change. Parents will be informed of the content of RSE lessons which is included in the Parents and Carers Information on RSE document which is available on our school website.

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Intended outcomes for the RSE Curriculum for our pupils

- To know and understand, how individuals our bodies change as we get older.
- To understand they have a right to be safe.
- Understand that they have a responsibility to be a responsible, valued member of the academy.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

Expectations for Staff in the Teaching of RSE

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 Sex Education.
- 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 Principal.
- All class teachers are responsible for teaching RSE.
- The trust would expect the Principal to honour appropriate requests for withdrawal.

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Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Safeguarding

Academies must consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- 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.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

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. See GAT policy for DFE guidance.

Each academy should be clear in their curriculum mapping which aspects are 'Relationships Education' and which are 'Health Education' to support parents in decisions over withdrawal. Requests for withdrawal should be put in writing using the form on the school website and addressed to the Principal. Alternative work will be given to pupils who are withdrawn from sex education.

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Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

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Monitoring and Evaluation

PSHE co-ordinator will monitor RSE lessons within Jigsaw as part of the PSHE monitoring. Regular learning walks, observations of children and child interviews will take place in order to assess how the PSHE programme and teaching of RSE is working together.

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