**King Street Primary School**

**Relationship and Sex Education (RSE) policy**

January 2024

to be reviewed January 2025

**This policy was developed in response to:**

* Sex and Relationship Education Guidance DfES 2021,
* Equalities Act 2010

This policy should be considered alongside the following:

* E-safety Policy
* Anti-bullying Policy
* Safeguarding Policy (including child sexual exploitation)
* Equal Opportunities

**What Is Relationship and Sex Education?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Relationships Education is compulsory in primary schools, as is Health Education. At King Street we will give children the opportunity to build and develop a depth of learning about good physical and mental health, wellbeing, nutrition, friendship, citizenship, character, rights and responsibilities, feelings and emotions, valuing difference, living in the wider world; we will deliver relationships and health education to ensure children develop as confident, happy individuals.

**Values and Ethos**

RSE and PSHE are central to the school’s ethos of ‘Empowering Learning.’ At King Street we believe that it is vital for children to develop emotional intelligence, critical thinking and a knowledge and understanding of the world around them; helping them grow in confidence. This underpins our approach to both RSE and PSHE. It is our wish to equip children with the skills, strategies and vocabulary to manage life situations now and in the future.

At King Street we strive to ensure that all children are aware of the importance of respect: respect for others and self-respect. We recognise the importance of teaching children about consent, personal space, and boundaries in all relationships, including those online.

RSE is set within a wider context than the classroom and we encourage our children to use and develop the skills that are taught in these lessons. RSE is there to support the diversity of families in our community and to help children recognise the importance of loving, caring family life in many forms. We aim to encourage pupils and staff to share their views and to respect the views of others. Within the lessons an atmosphere of mutual respect is generated where questions and discussions can take place without any stigma or embarrassment. We recognise that the wider community has much to offer and we aim to work in partnership with other education and health professionals.

Monitoring and

**Sex and Relationship Education in this school has three main elements:**

 **Personal and Social Skills**

* Managing emotions within relationships confidently and sensitively.
* Developing positive self-esteem and confidence.
* Developing and demonstrating self-respect and empathy for others.
* Making informed choices with an absence of prejudice.
* Developing an appreciation of the consequences of choices made.
* Managing conflict.
* Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

 **Attitudes and Values**

* Learning the importance of values, individual conscience and moral choices.
* Valuing family life, stable and loving relationships, marriage and civil partnerships.
* Learning about the nurture of children.
* Demonstrating the values of respect, love and care.
* Exploring, considering and understanding moral dilemmas.
* Developing skills including negotiation and decision-making.

• Challenging myths, misconceptions and false assumptions.

 **Knowledge and Understanding**

 • Learning and understanding about physical and emotional development at appropriate stages.

• Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.

 • learning about where to go for help or advice in school and how to access a range of local and national support agencies.

**Aims and Objectives**

The aim of SRE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our SRE programme aims to prepare pupils for an adult life in which they can:

 • Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.

 • Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

 • Understand the consequences of their actions and behave responsibly within personal relationships.

 • Avoid being pressured into uncomfortable or dangerous situations.

 • Communicate effectively by developing the appropriate language for sex and relationship issues.

 • Develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity.

 • Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.

• Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

**Assessment, Monitoring and Evaluation**

King Street has the same high expectations of the quality of pupil’s work across all lessons, and activities are planned progressively and based upon skills and knowledge children acquire as they progress through school. Regular feedback is provided to pupils in line with school policies; teachers will capture information about pupils’ skills, knowledge and attitudes from written work, discussion and observation. Work will be planned and differentiated to offer support where required and to challenge as appropriate. The provision for relationships health and wellbeing falls within the subjects, as detailed, and is monitored within these lessons as appropriate.

 **Inclusion**

 **Ethnic, Cultural and Religious Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups.

We encourage parents /carers to discuss any concerns with the Head teacher.

 **Pupils with Special Needs**

 We will ensure that all pupils receive sex and relationship education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

**Sexual Identity, Gender Identity and Sexual Orientation**

 We aim to deal sensitively and honesty with issues of sexual orientation and gender identity and answer appropriate question and offer support. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

 **Right of Withdrawal of Pupils from Sex and Relationship Education**

 Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). However, at King Primary School, all aspects of our Sex and Relationship education is compulsory. Human reproduction is not taught as a matter of course to this age range. Parents are encouraged to discuss their concerns with the Head teacher at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

 **Confidentiality and Safeguarding**

Keeping Children Safe in Education (DFE) sets out that schools should teach children about safeguarding and relationships health and wellbeing education is at the heart of this. Good practice in school allows open forums for discussion in a safe and supportive way. This includes teaching children about how to raise concerns and worries. Should any child raise matters which give concern, these will be reported to the designated safeguarding lead, in line with school policy. It will be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules. This guidance should be read in conjunction with School safeguarding procedures.