



## School Relationships and Sex Education (RSE) Policy



### Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

\*Inclusive of protected characteristics

Provenance	Date
Working Party	TBC
LGB Ratification	TBC
Implementation	TBC

<b>Review Date</b>
<b>22/06/2022</b>

<b>To be read in conjunction with:</b>	<p>Safeguarding and Child Protection Policy</p> <p>PSHE policy</p>
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# Garras Primary School Relationships and Sex Education (RSE) Policy

## Introduction and Legal Requirements

From 2020, it is a legal requirement for all primary schools to teach relationships education and secondary schools to teach relationships and sex education. For primary schools that want to teach sex education, content will be in addition to that covered in the science curriculum.

RSE is a planned programme of learning about the emotional, social, legal and physical aspects of growing up, relationships, sex, gender identity, human sexuality and sexual health that provides children and young people with:

- the essential skills for building positive, enjoyable, respectful, equal and non-exploitative friendships and relationships, for managing risk and for staying safe.
- the opportunities to explore attitudes and values within a safe and inclusive learning environment that values every person and acknowledges different faith, cultural and personal perspectives on relationships and sex.

RSE education offers our pupils significant opportunities to develop the knowledge, skills and understanding they need to achieve, to be resilient and to lead lives that are safe, confident, happy, healthy, responsible and independent. It aims to help them to understand how they are developing personally, socially and emotionally and explore a range of attitudes and values.

## Equality of Opportunity

Educational settings have a clear duty to ensure that teaching is accessible to all children and young people and that all make progress in their learning. Inclusive RSE will foster good relations between all pupils and students, and tackle all types of prejudice, promote understanding and respect, thus enabling schools to meet the requirements, and live up to the intended spirit of the Equality Act 2010.

All children are entitled to RSE and PSHE lessons. Our school will promote mutual respect and equality within the three core strands (Health and Wellbeing, Relationships and Living in the Wider World) of our PSHE provision.

## Working with Parents and Carers

Our school shares responsibility with parents and carers in the children's learning about relationships and sex. We are confident that good communication and sharing our philosophy, aims and purpose will enable parents/carers to support our RSE programme. The class teacher is responsible for informing parents and carers of the content of the RSE programme. It should be noted that a parent and/or carer has the right to withdraw their child from sex education, except to the extent that the subject is covered in a science lesson that forms part of the national curriculum. All parents and carers are informed of this right.

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## **Curriculum Design**

All topics will be sensitively approached and careful consideration and differentiation will be used to ensure that delivery is at the right level for pupils, regardless of their year group when participating in each cycle. In order that children receive information at an appropriate age, some aspects will be taught each year only to year 6.

The schemes of work we use are taken from a Programme specifically commissioned and designed for schools in Cornwall and the Isles of Scilly. This programme has been developed by Brook, Cornwall Healthy Schools and in association with HeadStart Kernow. The programme has been funded by Cornwall Council and NHS England

## **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through pupil voice and assessing outcomes of lessons. This will inform future planning to address pupil needs.

## **Confidentiality**

Confidentiality is an important consideration and the boundaries of confidentiality will be made clear to pupils. Teachers cannot and should not promise total confidentiality. If a child discloses information which is sensitive, teachers need to be conscious of fulfilling their professional responsibilities in relation to child protection.

## **Implementation**

Implementation of the policy is the responsibility of the Head teacher and governors and will be reviewed every two years.

Date of next review: June 2022

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