



POLICY ON RELATIONSHIPS AND SEX EDUCATION (RSE)

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1. Aims

The aims of relationships, health and sex education (RSE) at our school are to:

- › As a Modern Orthodox Jewish school, Yavneh Primary School believe in the importance of teaching our pupils about Relationships and Sex education in line with our school's ethos in order to prepare them for being socially responsible British citizens.
- › 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 primary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Yavneh Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national 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 make representation in relation to the draft policy
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, healthy lifestyles, diversity and personal identity at an age-appropriate time as defined by the school.

5. Curriculum

Our curriculum is set out as per Appendix 1 but may be adapted as 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 so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for changes that adolescence brings
- Drawing on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Jewish Studies and personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils may also receive stand-alone RSE sessions delivered by a trained health professional through the PSHE curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing, respectful relationships of all kinds including:

- Families
- Friendships

- › Online and media
- › Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

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 Local Governing Body

The local governing body 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-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-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.

All class teachers and Jewish Studies teacher will be responsible for teaching RSE.

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 or health education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn.

9. Training

Staff are trained on the delivery of RSE as part of their induction and via the senior leadership team.

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 as required.

10. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team and the Wellbeing Lead through learning walks, Pupil Voice and scrutiny of Schemes of Learning and Teaching & Learning resources.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the local governing body.

Approved by the Local Governing Body:

Date of next review: September 2025

Appendix 1: Curriculum map

	<u>Family & Relationships</u>	<u>Health & Well-being</u>	<u>Citizenship</u>	<u>Economic Wellbeing</u>	<u>Safety and the Changing Body</u>
Hachana (Reception)	Sharing, what makes a good friend and being a good friend.	What is exercise? Eating healthily.	Why do we have rules?	Introduction to money, coins and what money is used for.	I am unique.
Kitta Aleph (Year 1)	Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy.	Learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children, and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending, and saving and the roles and jobs of some people in schools.	Learning how to respond to adult in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency service; identifying: hazards in the home and people in the community who keep us safe.

Kitta Bet (Year 2)	<p>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.</p>	<p>Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene.</p>	<p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an option.</p>	<p>Learning about where money comes from, how to look after money and why we use banks and building societies.</p>	<p>Developing understanding of safety: roads, medicines, and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>
Kitta Gimmel (Year 3)	<p>Learning how to resolve relationship problems, effective listening skills, and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p>	<p>Understanding that a healthy lifecycle includes physical activity, a balanced diet and rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>	<p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>	<p>Introductions to creating a budget and learning about the different ways of paying the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.</p>	<p>Learning about cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence.</p>

Kitta Daled (Year 4)	<p>Learning that families are varied, and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim, and bystander; how behaviour affects others; manners in different situations and learning about bereavement.</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Exploring choices associated with spending, what makes something goof value for money, career aspirations and what influences career choices.</p>	<p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.</p>
Kitta Hey (Year 5)	<p>Developing an understanding of families, including marriage and what to do is someone feels unsafe in their family; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>An introduction to the justice system; how parliament works and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>	<p>Developing understanding about income and expenditure, borrowing, risks with money and stereotyping in the workplace.</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>
Kitta Vav (Year 6)	<p>Learning to resolve conflict, through negotiating and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p>	<p>Learning about diet, oral hygiene, physical activity, and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p>Identity – personal identity and body image.</p>	<p>Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available.</p>	<p>Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	