

SHINE
ACADEMIES



SRE Policy

October 2024



1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- 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 relationships education to all pupils as per the Department for Education (DfE) statutory guidance (2021).

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.

Throughout SHINE Academies, 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 member of staff or working group pulled together all relevant information including relevant national and local 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 attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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 that they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in PSHE lessons.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships • Respectful relationships
- Online relationships
- Being safe

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, LGBTQ+ 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).

Sex education is taught within PSHE lessons and through school nurse visits to Year 6. Parents are consulted and have the right to withdraw from these lessons. Children are taught how babies are made, how babies are born and how to prevent a baby from being made. This is in line with the PSHE Association Scheme of Learning. These concepts are dealt with sensitively and children have the opportunity to ask questions.

Parents have the opportunity to discuss any concerns with the PSHE leads prior to the lessons being taught.

7. Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

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 nonstatutory/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 PSHE Lead/Head Teacher.

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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. They receive a letter at the beginning of Year 6 asking for consent. Alternative work will be given to pupils who are withdrawn from sex education. Training Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Senior Leadership Team 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.

9. Monitoring Arrangements

The delivery of RSE is monitored by the RSE Co-Ordinator through:

- Planning
- Learning walks
- Book trawls
- Child voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

10. Monitoring and Review

This policy will be reviewed on an annual basis by the SRE Co-ordinator. The next scheduled review date for this policy is October 2025.

Any changes to this policy will be communicated to all staff members and, where appropriate, parents.