




## The Parkside School Relationship and Sex Education Policy

<b>Approved by:</b>	Mrs Carolyn Ellis-Gage Head Teacher	<b>Date:</b> October 2024
<b>Signed:</b>		
<b>Next review due: by:</b>	October 2025 Miss Kirsty Lofty	

The RSE Policy incorporates all that is included in the PSHE Policy. Only extra information unique to the RSE part of the PSHE curriculum is included in the following policy. It is therefore recommended that all these policies be kept together.

### **A) THE POLICY STATEMENT**

#### **Purpose of RSE at Parkside**

The purpose of RSE at Parkside is the positive formation of the pupil's emerging persona and when appropriate their developing sexual identity; for this reason this element of the curriculum will be known as Relationship and Sex education, emphasising the important and foremost role of relationship education.

#### **Legal Requirements**

##### **The law in relation to RSE states:**

The governing bodies of schools are required to keep an up to date RSE Policy that describes content and the organisation of RSE provided outside the national curriculum science orders.

Parents/Carers have the right to withdraw their children from Sex Education lessons but not from content delivered through the science curriculum.

For further guidance on content see 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019.

#### **Other Related Policies and Documents**

##### **The RSE policy can also be linked to other policies. e.g:**

- Confidentiality policy
- PSHE Policy
- Safeguarding Children Policy
- Positive Mental Health, Social and Emotional Wellbeing Policy
- ESafety policy
- Drug Education Policy
- Teaching and Learning Policy

- Inclusion Policy

### **How are parents involved?**

At Parkside the involvement of parents and carers in supporting RSE is valued, with a positive home school link ensuring a better outcome in the development of the young people we wish to foster. An online RSE parent/carer consultation was undertaken in April 2024, to help inform the on-going development of an effective and relevant curriculum.

A copy outlining the school philosophy and brief details of the RSE curriculum is available to parents from the school office. Each year a letter is sent home informing parents and carers of the start of the formal teaching of the RSE curriculum.

### **B) CONTENT**

#### **Outline of Parkside's School's RSE Programme**

Protective behaviours are taught at all Key Stages if appropriate and where identified for individuals.

The RSE curriculum will be differentiated by the expectations set out for Primary and Secondary pupils in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019. Where appropriate, the curriculum will be individualised to meet particular needs. The curriculum will be complemented by resources and guidance issued by the PSHE association.

Resources will be tailored by teaching staff to enable pupils to access the primary and secondary curriculum expectations. There will be a focus on the education of sexual intimacy with individual pupils who have shown a developing sexual persona.

It is recognised that much of RSE comes through the daily experiences of the pupils; therefore the importance of all school staff in the development of social relationships is emphasised and the importance of a cohesive whole school staff approach to the RSE curriculum.

RSE will be delivered through informal and formal teaching. Outside agencies will be engaged to aid in school teaching if it is deemed appropriate.

Formal RSE teaching will be delivered in both science and RSHE lessons.

Pupils, which transition to Pathways for Post-16 education still receive RSE as set out in this document.

Key areas of the curriculum;

Primary:

- Families and people who care for us.
- Caring relationships.
- Respectful relationships.
- Online Relationships.
- Being Safe.

Secondary:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being Safe.
- Intimate and sexual relationships, including sexual health.

### **How are resources used with reasons for their selection**

RSE resources are chosen and checked for

- Being inclusive – acknowledging the full spectrum of diversity in society.
- Positive, healthy and unbiased messages.
- Age and understanding appropriateness.

### **How will Parkside deal with sexually explicit questions**

Parkside will:-

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class, or individually taking into account Safeguarding Policy.
- Encourage pupils to ask their parents/carers any question outside the planned programme.

- Set out clear ground rules regarding personal questions which are agreed by staff beforehand.
- Have designated adults that pupils know of to go to if they wish to talk.

### **What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

Staff will

- Use the correct terms for all body parts.
- Use clear, unequivocal language in an objective manner.
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of pupils.

### **What Ground Rules specific to RSE will Parkside use?**

- Respect will be shown at all times.
- Safeguarding policy must be implemented.
- An agreement of the basic rules is agreed at the start of every lesson.

### **Single and mixed sex groups**

RSE teaching will be in mixed sex groups, unless there is a specific, or individual need to teach a topic area in a single sex group. In these cases, teaching staff will consult with the relevant Head of Department

## **C) EVALUATION AND ASSESSMENT**

### **How pupil success is assessed**

The 'Parkside Steps' methodology will be used to assess individual pupil progress throughout their RSE journey at Parkside. This is recorded on 'Earwig.' (School assessment tool.) Assessment steps have been derived from the PSHE association curriculum and RSE (June 2019) guidance.

Subject leader monitoring is in place to ensure the curriculum is being delivered effectively across the school and pupils are progressing at a meaningful rate.

### **How curriculum and delivery is evaluated**

The RSHE Subject Leader meets periodically with staff teaching RSHE to evaluate curriculum needs and the needs and understanding of the pupils.

The RSHE Subject Leader evaluates needs and issues arising from on-going parent/carer consultation activities.