

FAQ's regarding RSE education

Following our RSE consultation and feedback from parents/carers we can see that people would like more information about the following.

How will I know what is being taught?

Each term, we will let you know what your child is learning through the curriculum bulletins. If you look at the RSE policy, you will find the key learning areas and any video or book resources that will be used to support this in Appendix 1 of the policy.

How do I know that the resources being used to teach my child are suitable?

The resources have been carefully chosen to ensure that they are age appropriate. Any video clips that are shown are u certificated. When the learning involves puberty and reproduction the resources will have been viewed and agreed by the PSHE lead, Deputy head teacher, Head teacher, governors and staff.

How do the RSE elements support values of faith?

Our RSE curriculum focus is teaching about loving, trusting and healthy relationships, which is also a key value for Christianity and other faiths. Within each year group, there are several concepts that are linked to forming respectful, caring, loving relationships. These will be discussed as part of the conceptual learning cycles within the RE curriculum. To see the strong links that we have made between RE and RSE learning please see appendix 2 of our RSE policy.

How can I as a parent support my child?

Your child may come home with questions or you may wish to discuss the learning that has taken place. On our website, we have created a list of books that may be useful in supporting in a range of RSE areas. These have been suggested by the PSHE association and Southampton Library services. We have not been able to read and review all of them, so it would be a good idea to vet any you choose to use first.

Can I withdraw my child from RSE education?

As per all statutory curriculum subjects, parents cannot withdraw their child from the learning that is related to relationships, health and science. However, parents and carers do have the right, under the Education Act of 1993, to request for their child to be withdrawn from all or part of the Sex Education curriculum provided this is not part of the science curriculum. Science teaches about the biological facts relating to human growth, puberty and reproduction. This means that parents are not permitted to withdraw their child from the elements of sex education that are within the science curriculum.

As a school, we recognise that parents/ carers may have different needs related to their beliefs; however, the resources and learning within the different year groups are what have been agreed by our whole school community, including governors, our link church and parents. If a parent/ carer wishes for their child to be withdrawn, this request must be made in writing to the head teacher, clearly stipulating which aspects they do not wish their child to learn. If a withdrawal has been made, a teacher cannot give that pupil advice on any RSE matters that they have been withdrawn from. Children that are withdrawn will be treated with sensitivity.

If a child is withdrawn from RSE Education (this does not include elements that are part of the statutory Science curriculum) it is up to the school to decide what provision will be made for them. Once a request that a child be withdrawn is made, that request must be complied with until the parent changes or revokes it.

What would happen if the class teacher was absent when this was planned to be taught?

This would depend on the absence. If it was a short-term illness and the class teacher was going to be back soon, then we would delay the lessons until the familiar adult was back at school. If for some reason the class teacher was going to be off for a while we would try to ensure they would be taught by a member of staff that knows the class well and already has a bond with the class.

How do we monitor RSE teaching and learning at Bitterne CE?

At Bitterne CE we will review and monitor the RSE provision regularly. In order to ensure that the teaching and learning meets the curriculum requirements and the needs of the children we will undertake this in a number of ways.

Firstly, we will be monitoring the provision through the children themselves: we will look at samples of work, questions that have been asked through the anonymous question boxes and we will ask questions (via pupil conferencing) related to what they have been learning, the resources used and discussions that they have had.

Secondly, we will evaluate planning, attainment and resources with staff to check that they meet the needs of the children.

As well as this, we will keep up to date with latest data and guidance and adapt our teaching and learning as needed.

In order to ensure that RSE is the best that it can be the subject leader and other relevant members of staff (HT, DHT, and Governors) will regularly monitor and evaluate the provision. This will be done in a number of ways:

- consultation with parents/ children/ staff and governors on RSE provision;
- evaluating current planning/ resourcing with staff and pupils;
- observations (where appropriate);
- work sampling: work in books/ looking at questions from the anonymous question boxes (this will help identify what children are still unsure of and what children feel they have learnt);
- pupil conferencing;
- analysis of relevant school data overtime;
- keeping up to date with current guidance and recommended resources.

A summary evaluation report, produced by the PHSE lead with SLT and in consultation with the PSHE link governor, will be shared with governors annually.