



Wombwell Park Street Primary School

RSE (Relationship and Sex Education) Policy

All primary schools are required to teach Relationships Education. Relationship and Sex Education (RSE) involves learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way. RSE forms part of the PSHE education curriculum and complements the biological aspects of sex education covered in compulsory science lessons. As well as providing accurate information on human biology and sexual reproduction, it gives pupils essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

The policy aims to give staff, parents and carers, governors, pupils and outside visitors clear information about what is taught in Relationships Education, how it is taught and who teaches it. The personal values and attitudes of those teaching pupils' will not influence the teaching of RSE within this school. It is recognised that parents are key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with pupils and parents, consulting them on the content of the policy and providing support material, to facilitate links between learning at home and school.

At Wombwell Park Street we are committed to providing educational opportunities for pupils to increase their knowledge and understanding, explore attitudes and values and develop their skills, to enable them to make informed decisions which improve their health and wellbeing and prepare children for the challenges, opportunities and responsibilities of adult life. We are committed to creating an inclusive school that promotes diversity and equality and fundamental human rights and values such as democracy, individual liberty, the rule of law and mutual respect and tolerance. Teaching Relationships Education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society in which they are growing up and for every child at Wombwell Park Street Primary School to thrive in modern Britain.

The policy takes account of Statutory guidance on Relationships Education, RSE and Health Education (DfE July 2020), Education Act 2006 and Equality Act 2010.

Our Policy links to our Safeguarding and Child Protection Policy, Behaviour Policy, Anti-bullying Policy and Equality Policy, all of which can be found on our website or provided by the School Office.

1. The Aims of RSE

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Family is a broad concept; not just one model, ie, a nuclear family. Care will be taken to ensure there is non-stigmatisation of pupils based on their family circumstances.

- We want children to develop the skills to build positive, caring, respectful, equal and healthy relationships, in their friendships, within their families and with other children and adults.
- We want to create safe school communities in which pupils can learn and develop positive, healthy behaviour for life. As part of a wider school approach, within RSE strategies will be incorporated to raise pupils' self-esteem and confidence, develop a positive values and moral framework to guide their decisions and increase their understanding of their responsibilities and consequences of their actions.
- Teaching about mental wellbeing is central to our RSE and PSHE curriculum, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges. We aim to give pupils the knowledge, strategies and capability to take care of themselves and receive support if problems arise.

- We recognise, furthermore, that Relationships Education can leave a positive impact on pupils' health, well-being and their ability to achieve.
- We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely, understanding what is and is not appropriate behaviour.
- To aid transition to adulthood pupils' will be taught to respect and care for their bodies, understand the pressure that can be exerted by other people and the media, to avoid being coerced or exploited into unwanted actions.
- We aim to meet our pupils' entitlement to RSE by providing them with factual information, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of sexual health.
- There will be an emphasis on developing pupils' skills such as risk assessment, critical thinking, assertiveness, decision making and accessing help and support.
- Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.
- We aim to promote understanding of a diverse and inclusive society that shows respect for difference. To challenge and prevent discrimination based on race, religion, gender, disability or gender identity. Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to oppose or report it. Challenge gender stereotypes and to promote equality and respect in relationships.

For all these important reasons, the government has made Relationships Education a compulsory part of the national curriculum in which all pupils are required to participate, and parents do not have the right to withdraw them

2. How Will the Aims be Achieved?

RSE is a planned, comprehensive, developmental programme from reception to year 6. It is planned so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years. It is delivered in each year group, as part of the Personal Wellbeing element of the PSHE curriculum (Incredible me!). Sometimes this will be organised as blocks of teaching, for example teaching about preventing bullying to coincide with anti-bullying week, or integrated into topics such as Me and My Family, Keeping Safe, or Online Safety. Certain biological elements of lifecycles will be covered within the Science curriculum. These are usually taught in the summer term following notification to parents and an invitation for them to attend an RSE meeting in school to ask any questions about the content of the school RSE scheme.

The Government guidance "expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". We will not have specific LGBT lessons but through our teaching we will help children to understand the society in which they are growing up, as well as how to be respectful of others and differences. This will mean that when pupils learn about families, we will include families with two mums and two dads and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language, they will learn that this can happen

because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different gender identity

Our progression document will outline the content of our school scheme.

3. The Needs of Pupils

This policy is based on the expressed needs of pupils, following evaluation and information from health professionals and the 2020 statutory curriculum guidance for RSE. The RSE programme is planned to ensure young people feel it is relevant to them. It will meet the full range of learning abilities and pupils with special education needs have additional support as required. Each lesson is tailored to the gender, age, social, faith and cultural needs, physical and emotional maturity levels of each class. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, building confidence and a positive sense of self, regardless of their gender, race, religion, ability, disability and family structure.

All pupils' receive the programme of study. RSE is included in the transfer information for pupils' moving in and out of school, to ensure vulnerable pupils' access to RSE is not impeded.

4.Teaching and Learning Styles

Teaching styles take into account the differing needs of pupils'. A range of interactive teaching strategies are used, such as debating, teacher input, drama techniques, whiteboard activity, pair, small and whole group, mixing groups so that pupils work with a range of peers, discussion, personal reflection, quizzes,. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

We recognise that teaching about some aspects of Relationships Education is sensitive. Ground rules and distancing techniques will be used to create boundaries for pupils and teacher. This will clarify the teacher's position on confidentiality and prohibit discussion of personal information or personal questions. It will ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher. Pupils' questions will be dealt with sensitively and honestly, using a range of strategies. Where pupils ask a specific question, which would involve information inappropriate to the development of the rest of the pupils,' this will be dealt with individually. If a student does want to discuss something private then the adult will allow time for that conversation to take place. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher, the Pastoral Lead, Safeguarding Lead, or with the child's parents/carers

Teaching resources will be selected to support achievement of the learning outcomes. They will be sensitive to age, gender and maturity of the group. They will reflect diversity in use of language, They will reflect diverse cultural attitudes, family make-up and images, including with regard to body image and sexual orientation, avoiding stereotyping, racism and sexism. Their use as learning stimuli will match the learning abilities of the pupils'.

Teachers will use the anatomically correct language for body parts, as stated in the Science Curriculum. Work will be undertaken with pupils' to acknowledge common terms used by some people and clarify language to be used in the classroom.

5. Organisation and Content

At our school, the content of the RSE programme is based on the statutory relationships education, relationships and sex education (RSE) and health education curriculum which will be mandatory from September 2020. RSE is taught by class teachers with specialist support as required. Delivery is usually to mixed gender groups, however, there may be occasions when single gender groups are more appropriate or relevant.

We aim for continuity and progression between year groups and between feeder and the secondary schools.

The RSE programme is agreed each autumn term with Governors, provided to parents to consult them in the spring term and is taught in the summer term each year.

6. Sex Education and the Right to Withdraw your Child

Sex Education is defined as teaching about sexual intercourse in the context of learning how a baby is made and a basic understanding of pregnancy and how the baby develops. All primary schools are required to teach the Science National Curriculum which covers biological growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. In Key Stage 1 the statutory requirement is that they should: 6 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. No teaching linked to SRE is delivered in years 3 and 4 (Lower KS2). In Years 5 and 6 (Upper KS2) the statutory requirement is to: Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.

It should be noted that parents do not have the right to withdraw their child from the statutory elements that are taught as part of the science curriculum, but they can withdraw their child from the additional (non-statutory) lessons about human reproduction which are currently taught to pupils in Year 6.

Schools are allowed some flexibility to decide when they teach various elements of the Science National Curriculum and whether to teach additional elements in this way. All primary schools are also required to teach statutory Health Education that includes teaching about puberty. We begin teaching about puberty in Year 4 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty. We continue in Year 5 with more detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6. Parents do not have the right to withdraw their child from Health Education, including these lessons about puberty.

We hope that parents and carers will support this important part of every child's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these human aspects of Sex Education and parents have the right to request that their child is withdrawn from any or all parts of these lessons.

If a parent wishes to withdraw their child from Sex Education lessons, they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning the basic facts about sex and reproduction. If they decide to withdraw their child, work will be provided for the child to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the Pastoral Lead about the resources to support this.

7. Assessment

Pupil assessment is built into the RSE programme, using a variety of strategies, such as teacher observation, peer and pupil assessment of knowledge, understanding, interpersonal skills and attitudes. Pupils' knowledge will be assessed at the beginning and end of a topic to measure developing knowledge. Pupils' progress is reported at interim and year end reports within the PSHE statements on our whole school Incredible Me! PSHE assessment tracker.

8. Continuous Professional Development and Training

In line with our commitment to providing professional development opportunities for its staff, teachers delivering RSE can access individual classroom support/mentoring from the PSHE Coordinator and support from the school nursing team.

If teachers feel uncomfortable with teaching certain aspects of the curriculum support is offered by staff more confident and comfortable with delivery of the subject matter.

9. The Use of External Support

Visitors should complement but never substitute or replace planned provision. It is the PSHE Coordinator's and teachers responsibility to plan the curriculum and lessons.

Visitors to school, such as health professionals and the youth service, can be asked to contribute to lessons, for example team teaching and aspects of the curriculum for which they have specific expertise. Coordinator will ensure the visitors contributions to lessons are in line with the learning outcomes of the RSE programme. A teacher will be present in the classroom. The agency will be given a copy of this policy and will be expected to work within it.

10. Confidentiality

Pupils do not discuss or ask private information of each other or the teacher, and teachers do not disclose private information about their personal relationships. Although Sex and Relationships Education is not about personal disclosures, it is possible that a pupil may disclose personal information during the course of a lesson. Whilst staff will endeavour to support pupils, they cannot offer unconditional confidentiality. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the School's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue. Staff are referred to the Confidentiality policy, to clarify the boundaries they can work within. External agencies who contribute to SRE need to follow school policies when working in the classroom. Outside the classroom they adhere to their own professional guidelines.

11. Monitoring and Evaluation

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall plans for monitoring the quality of teaching and learning of PSHE. This will include monitoring lesson plans, gathering feedback from pupils' parents, teaching staff and external agencies who contribute to the programme. The PSHE programme will be part of the schools yearly self-evaluation and the Communication and Personal Development Team will be responsible for this.

12. The School, Parents and Community Links

We aim to work in partnership with parents, consulting them on the policy and informing them of the programme, to encourage continuity in learning between home and school. This information will be provided in the termly subject information sent home to parents. We also provide opportunities for parents to view resources, discuss the programme and obtain information on relationships and sexual health issues.

Some parents prefer to take sole responsibility for teaching this aspect of the curriculum. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. We would discuss the advantages and disadvantages of this approach with parents and would make alternative arrangements for those pupils'. Parents are encouraged to discuss their concerns and decisions at the earliest opportunity.

13. Management and Coordination

Management and coordination of RSE is the responsibility of Mrs Watson with support from Mrs Longden and Mrs Hitchens.

14. Responsibility for the RSE Policy

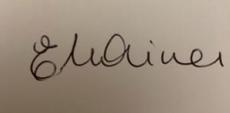
The Headteacher has overall responsibility for the RSE policy and its implementation in school. This responsibility includes liaison with the Governing Body, parents and the Local Authority.

15. Development of the Policy

This policy was developed by consultation with Governors and the RSE task group and review of RSE curriculum content with staff and pupils.

16. Links to Other Policies

- Confidentiality
- Safeguarding
- PSHE and Citizenship
- Equal Opportunities
- Behaviour
- Anti-Bullying
- Teaching and Learning
- Assessment and Monitoring

Chair of Governors	
Headteacher	
Date	15.12.22