



RSE Policy – Relationships and Sex Education

Document Control

This policy has been ratified and signed by the Headteacher/Chair of Governors

	Date	By Whom?	Summary of any changes made	Date ratified by governors	Date implemented
Established	1/09/23	KSL and LB	Updates in line with PSHE matters		

Introduction

This policy sets out the approach for Relationship Sex and Health Education at Willington Primary School. The policy follows guidance from The Relationship Sex and Health Education Guidance July 2019 which was issued under the Section 80A of the Education Act 2002 and SECTION 403 OF THE Education Act 1996 'DfE. It has been developed following consultation with staff, governors, parents and pupils. RSE will be taught as part of the PSHE curriculum following the "PSHE Matters" scheme of work written by Yvonne Wright.

Rationale and Ethos

Relationships and Sex Education make a significant contribution to the school's legal duties to

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
 - Promote the spiritual, moral, social cultural mental and physical development of pupils.
- This content is delivered in an age-appropriate way in our school with regard to the age and stage of pupils.

At Willington, we recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights based approach to relationships and sex education. We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

The term relationships and sex education (RSE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. According to the latest DfE guidance, RSE is "learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.' The school has a key role, in partnership with parents/carers, in providing effective, appropriate RSE education. The focus will be on teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults' (DfE).

RSE Curriculum

The DfE recognises 5 elements to Relationships Education. These are

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

In key stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs; the physical and emotional changes in puberty, including menstruation, and how to cope with them; about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense e.g. nose linked to smell.
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals

- Describe the changes as humans develop to old age

Parental concerns and withdrawal of pupils

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

The RSE will be taught through the growing up and relationships topics during PSHE lessons. The table below shows when each topic is taught in each year group.

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y2	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y3	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y4	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe
Y5	Being Healthy	Difference and Diversity	Exploring Emotions	Relationships	Being Responsible	Bullying Matters
Y6	Drug Education	Being Me	Changes	Growing Up	Money Matters	Being Safe

RSE Delivery

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used and the learning of words will be explained in a sensible and factual way.
- Children will be advised not to share their learning with younger children.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues.

Continuity, Progression and Assessment

Willington Primary School has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work, following "PSHE Matters". Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding. Pupils' existing knowledge needs to be the starting point for all RSE work. Baseline, formative and summative assessments will contribute to the effective delivery of RSE. The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

Monitoring and Evaluation

The teaching of RSE is regularly evaluated by the PSHE coordinator and Mrs Fox. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. Assessment opportunities will be built into the lessons and will also inform any changes to the curriculum.

Roles and responsibilities

The co-ordinator, Lucy Braddock, will:

- Keep up to date with government changes.
- Be aware of media influences for children and respond appropriately.
- Take the lead in policy development.
- Support colleagues in planning, implementing and assessing pupil progress in RSE
- Take responsibility for the organisation and maintenance of resources.
- Ensure continuity and progression throughout the school by regular monitoring and evaluation.
- To keep abreast of developments in SRE and disseminate information to colleagues.

Class teachers and TA's who know the children well will deliver the RSE elements of the PSHE curriculum. Where external organisations are used, such as the NSPCC, class teachers and TA's will be involved and there to support learning.