



Waverley
Primary School

Relationships and Sex Education Policy (RSE)

DRAFT

Approved by: Mrs W Leeming **Date:** July 2019

Last reviewed on: 08/07/2019

Next review due by: September 2020

Aims

The aims of relationships and sex education (RSE) at our school is to provide balanced factual information about physical and emotional changes, together with consideration of the broader, emotional, ethical, religious and moral dimensions of sexual health. Through our curriculum, ethos and values we aim 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.
- › Promote equality and diversity.
- › Have sufficient information and skills to protect themselves in a variety of situations.
- › Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Statutory requirements

As a maintained primary school The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 45 of the Children and Social Work Act of 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

And to the Relationships Education, Relationships and Sex Education (RSE) and Health Education which schools have been encouraged to adopt from September 2019 but which is mandatory from September 2020.

Policy development

This policy is being developed in consultation with staff, pupils and parents. The consultation and policy development process will involve 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
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about 'age appropriate' 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.

Curriculum

Our curriculum is set out as per Appendix 1 but we may adapt it as and when necessary.

At Waverley Primary School 'Relationships' is taught as a core theme within PSHE Education and much of the lessons at Foundation Stage, Key Stage 1 and 2 are taught through PSHE. Staff work in partnership with Newcastle School Health Partnership to deliver a number of lessons. (See 2019/20 plan). Lessons focus on the emotional aspects of development and relationships:

- How to develop and maintain a variety of healthy relationships.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How to respond to risky or negative relationships and ask for help.
- How to respect equality and diversity in relationships.
- Teaching should reflect the law so young people understand what the law does/does not allow (Equality Act 2010)
- How to manage change. Such as puberty, transition, loss.

Primary sex education will focus on the physical aspects of puberty and reproduction as part of National Curriculum Science and PSHE:

- Preparing boys and girls for the changes to their bodies that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see Newcastle Local Authority School Health Programme Unit: Being Healthy My Body is Changing. This session is delivered by 2 members of the School health team and with a class teacher present. Pupils are split into boys and girls for this lesson. Questions that children may want answers to are written anonymously and posted in advance of the session.

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 religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. (See Curriculum above).

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, LGBT 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).

7. Roles and responsibilities

7.1 The Governing Body:

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher:

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

7.3 The 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 non-statutory/non-science components of sex education within 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 headteacher. All teaching staff are responsible for the teaching of RSE in school and the programme content is supported by school health.

7.4 The Pupils:

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

We are aware that Relationship Education can be a sensitive issue. However just like any other strand of PSHE education, Relationships is taught at an age appropriate level.

Some parents may prefer to take responsibility for aspects of this element of education and may choose to discuss the content before children participate in the sessions. We aim to work in partnership with parents/carers to get the best outcomes for our children. If you have any questions please contact the Head or Deputy Head teacher. We will be more than happy to talk through any concerns.

Parents do not have the right to withdraw their children from relationships education nor from the biology aspects of the Science National Curriculum.

Parents **have** the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal **must** be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work away from the class will be given to pupils who are withdrawn from sex education to be completed in school.

Inclusion:

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns they may have with a member of staff. The Headteacher as lead is responsible for ensuring school complies with the relevant provisions of the Equality Act 2010 under which religion or belief are amongst the protected characteristics. (See also Public sector equality duty (PSED) s.149 of the Equality Act).

Pupils with Special Needs

We will ensure that all pupils receive relationship education and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Training

The headteacher will invite visitors from outside the school, such as school nurses to provide support and aid with delivery to staff teaching RSE. (See RSE Curriculum overview).

Confidentiality and Safeguarding

At Waverley we pride ourselves on keeping children safe. If any issues arise where a member of staff feels that a child is unsafe we will follow the necessary safeguarding procedures.

Monitoring arrangements

The delivery of RSE is monitored by The Headteacher who ensures RSE programmes complement and do not duplicate content covered in National Curriculum subjects such as citizenship, Science, Computing, PE. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be annually reviewed by the Headteacher. At every review, the policy will be approved by the Governing Body.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	