

# Wrekin View Primary School and Nursery



## Relationship & Sex Education Policy Summer 2022



Created	Summer 2022
Review due	Summer 2023
Adopted by LGB	Summer 2022
Signed by Chair of Governors	Date:

The new guidance, released by the Department for Education, 'Relationships Education, Relationships and Sex Education and Health Education' now requires all schools to teach Relationships and Sex Education (RSE) as compulsory. These legal expectations are required from September 2020.

### **Aims and objectives:**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, and reproduction. Teaching RSHE will equip our pupils with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness, and to take responsibility for their health and wellbeing now and in the future. Health education is learning about the information needed to make good decisions about health and wellbeing in the modern, ever-changing world in which we all live. It will enable pupils to recognise when issues arise and how to seek support. The content of our RSHE sessions will be non-biased, accurate and informative. It will equip our pupils with the appropriate terminology to communicate about emotions, bodies and relationships. Relationships and Sex Education (RSE) and Health education are taught in a way which is complementary to the wider aims and values of our school.

RSE in our school is learning about the body, feelings, beliefs, relationships, rights and responsibilities, and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Wrekin View Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age, stage and ethically appropriate.

The objectives of RHSE curriculum at Wrekin View are:

- To enable our pupils to make responsible, informed, and healthy decisions about their lives, both now and in the future.
- To provide pupils with skills necessary to keep themselves happy and safe.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationships with others.
- To counteract myths and misinformation
- To challenge media stereotypes, oppression and prejudice and promote equal opportunities

# **Sex and Relationships Education in the Context of the National Curriculum**

## Legal Requirements

Wrekin View Primary School has a statutory duty to teach the following as part of the Science National Curriculum.

### Key Stage 1 Science & RE:

- Notice that animals, including humans, have offspring which grow into adults.

Through their science lessons, pupils learn about the life cycles of some animals, understand the idea of growing from young to old, and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### Key Stage 2 Science & RE:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In their science lessons, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction.

In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

## EYFS

Pupils learn about the concept of male and female and about young animals. In ongoing PSED work, they develop skills to form friendships and think about relationships with others.

Parents do not have the right to withdraw their child/pupils from these above aspects of the Science Curriculum.

## **RSHE Curriculum**

### **Key resources:**

Our curriculum primarily uses the 'Growing up with Yasmin and Tom' resource on the Family Planning Association website, along with the NSPCC 'Pants' teaching programme.

### **Key Stage 1:**

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, naming the body parts and how they have changed as they grow. They identify and share their feelings with each other, recognise safe and unsafe situations and identify people they trust and feel that they can talk to/confide in. They learn how to build positive relationships with their peers, how to develop self-confidence, how to keep themselves clean, how different families can be constructed, and they begin to learn about life cycles.

### **Key Stage 2:**

In Key Stage 2 pupils learn to express their opinions about relationships, bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. Pupils learn about their personal and private body parts, and how to keep these safe, including through the use of good hygiene. They learn to recognise their own worth, identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. An appreciation of diversity and equality for all continues to be nurtured throughout KS2. Pupils learn about how family structure, faith and beliefs can make each family unique and how these differences are to be valued and respected. Pupils in this Key Stage learn about their environments and the lives of others around the world.

In Years 5 and 6, life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. When preparing to teach issues surrounding puberty parents will be informed about the content of the lessons prior to the lesson commencing.

The curriculum content may however vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parents/ carers will be provided with appropriate notice before the amended programme is delivered. Where possible, the curriculum will be complemented by themed assemblies and cross-curricular links.

## **Consulting Parents**

Materials which will be used in the school's RSHE Programme can be seen by parents/carers in school on request to the Headteacher.

The school informs parents when aspects of the RSHE programme are due to be taught and provides opportunities for parents/carers to discuss the content of the lessons and to view the resources being used.

Parents have the right to withdraw their pupils from those aspects of RSHE not included in the National Curriculum Science Orders - alternative work will be set.

## **Roles and responsibilities**

### **The governing body**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

RSHE will be delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. At times, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of SRE in school. Visitors such as the School Nurse will be utilised when appropriate, but in such situations a member of teaching staff will always be present, and parents will be contacted prior to the visit for consent to be granted.

### **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. A learning agreement will be drawn up at the beginning of the sequence of lessons to support pupils' feelings. Pupils will be encouraged to discuss issues in the classroom with adults and not on the playground during break and lunch times.

## **Sex and Relationship Education – Policy and Practice**

- The PSHE co-ordinator will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that they feel necessary and appropriate.
- Parents will receive prior notification of the RSHE Programme to enable them to discuss issues with staff or their own pupils.
- Materials used in the RSHE Programme will be available to parents on request.
- Parents may withdraw their pupils from all or part of the school's RSHE Programme if they wish.
- The RSHE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- If questions are asked by pupils outside the RSHE Programme, the designated sex education teacher will use his/her discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive RSHE.
- It is our intention all pupils can experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school's RSHE Policy is subject to bi-annual review.

### **Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these pupils for them to have full access to the content of sex and relationship education.

### **Child Protection/Confidentiality**

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform a Designated Safeguarding Lead in line with the LA procedures for Child Protection and our Safeguarding and Child Protection Policy. A member of staff cannot promise confidentiality if concerns exist.

## Monitoring

Monitoring is the responsibility of the Headteacher, named Governor and PHSE co-ordinator. The effectiveness of the RSHE programme will be evaluated by assessing pupils learning and implementing change if required. This policy document will be available to Parents/ Carers via our website or via requesting a paper copy from the school office.

## Review

This policy will be reviewed bi-annually in the Spring Term or when earlier if required.

### Signed by:

\_\_\_\_\_ **Chair of Governors**      **Date:** .....

\_\_\_\_\_ **Headteacher**      **Date:** .....