



Healthy Empowered Ambitious Respectful Together

Our values are at the HEART of our school

Relationships and Sex Education Policy

Policy Author:	Alison Hall
Date of Policy Review:	September 2024
Date approved by Governors:	November 2024
Next Review Date:	September 2027

Overview

At Washingwell Primary School, PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning and raise aspirations for our pupils. At Washingwell, our PSHE curriculum includes discrete PSHE lessons, as well as filtering the skills throughout our broader curriculum and many aspects of school life.

RSE (Relationship and Sex Education) is taught through PSHE, Science and Computing and gives children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Together, our programmes aim to prepare our children for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves and respect others while forming and sustaining healthy relationships.

Links to policies and advice

- PSHE Guidance - <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>
- Keeping Children Safe in Education - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- Relationship and Sex Education Guidance – <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Behaviour and Exclusions Policy
- SEND Policy
- Equality Policy
- Anti-Bullying Policy: Pupils
- Online Safety Policy
- Safeguarding Children Policy

What Is Relationship and Sex Education?

Relationship and Sex Education 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. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims and Objectives for Relationship and Sex Education (SRE)

The aim of Relationship and Sex Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self -esteem and confidence, especially in their relationships with others.
 - To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
 - To respect and care for their bodies.
 - To be prepared for puberty and adulthood.

Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders which parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Relationship and Sex Education Entitlement

- Every child is entitled to receive Relationship and Sex Education regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme of Relationship and Sex Education at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Relationship and Sex Education

Relationship and Sex Education is delivered through Science, PSHE and circle time. Relationship and Sex Education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These may include use of video, discussion, looking at case studies, drama and role play. Resources to teach Relationship and Sex Education may include fiction, reference books, leaflets and extracts from video clips. Relationship and Sex Education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

We use Family Planning Association's 'Growing Up with Yasmine and Tom' to support the teaching of Relationship and Sex Education. This enables teachers to present age appropriate information in a sensitive manner while allowing children to ask the questions they may have in a respectful, safe environment without embarrassment or judgement.

Parental Consultation

Any parent has a legal right to withdraw their children, either wholly or partly, from receiving Relationship and Sex Education in school, other than Relationship and Sex Education contained within the National Curriculum Science Orders, alternative work would be set. The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Child Protection

Teachers need to be aware that effective Relationship and Sex Education, 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 the Head Teacher /Designated Safeguard Lead in line with school policy and procedures. A member of staff cannot promise confidentiality if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around Relationship and Sex Education related issues are varied. However, while personal views are respected, all Relationship and Sex Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Difficult Questions

Both formal and informal Relationship and Sex Education questions arising from pupils' are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

The Role of Visitors in regards to Sex and Relationship Education

Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's Relationship and Sex Education policy and work within it.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, then the Designated Safeguard Lead will be informed. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Sexual Identity and Sexual Orientation

Washingwell Primary School believes that Relationship and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Assessing and Monitoring

The Relationship and Sex Education policy is to be reviewed every 3 years or earlier in line with any new guidance issued.

Appendix A:

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Relationships Education Curriculum Content – Statutory

By the end of primary school, children should have experienced learning across each of these key themes and across year groups:

Families and People who Care for Me	<p>Pupils should know</p> <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
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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • 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 for them. • 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/civil partnership 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.
<p>Caring Friendships</p>	<p>Pupils should know</p> <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, 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, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful Relationships</p>	<p>Pupils should know</p> <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. • 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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources