



## WILDRIDINGS PRIMARY SCHOOL

### Relationships and Sex Education Policy

		Signature	Date
Headteacher	Mr Paul Chandler		
On behalf of the Governing Body	Mr Oli Rock		

Approved by Headteacher	23 <sup>rd</sup> March 2023
Next review	March 2026

Revisions	
Section	Amendment

# Relationships, Sex and Health Education Policy (January 2023)

## Wildridings Primary School

### 1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are:

- To meet the requirements of RSE set by the DfE
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help and support children through physical, emotional and moral development.
- For children to have respect for their own bodies and for those of others.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To enable children to live confident and healthy lives.
- To ensure children are aware of personal space and their right to privacy.
- For the children to develop a respect for the views of other people.
- For the children to understand what they should do if they are worried about any aspect of sex or sexuality.

### 2. Statutory requirements

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Wildridings Primary School, we teach RSHE as set out in this policy.

### 3. Policy development

This policy was written following discussions with the PSHE Lead, RSHE Lead and the Headteacher.

It was shared with parents in March 2021 through a Parental Consultation period. Although it would have been ideal to have a parental meeting, parents were invited to share their views and opinions through a questionnaire format that was sent out to everyone via ParentMail.

At the start of every new topic, we will ensure the children are given the chance to ask about anything that they specifically want to know and will adapt their learning as appropriate to fit in with their enquiries or life experiences.

### 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

### 5. Curriculum

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

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSHE**

RSHE is taught within the Personal, Social, Health and Economic Education (PSHE) curriculum. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). In Nursery and Reception, it will be taught throughout their curriculum.

RSHE is part of the PSHE curriculum in our school. This is taught progressively by class teachers once a week from Nursery to Year 6. In PSHE children learn about relationships, including different types of families, and discuss parts of the body and how they work. PSHE is a very discussion-based subject where children are encouraged to freely discuss any worries arising from the issues taught.

In Science lessons, we follow the National Curriculum for Science which includes how animals and humans, move, feed, grow and reproduce, as well as the main external parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle, including changes during puberty.

We are planning to run a special Relationships Week across the school in the Summer Term to tie in with RSE Day which takes place on June 25<sup>th</sup>, when we will focus on these themes and use outside agencies to support the learning such as health professionals and local secondary schools. We may also use this week to ensure that Year 6 pupils receive the stand-alone Sex Education sessions that are required.

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

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 Board**

The governing board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

### **7.2 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 (see section 8).

### **7.3 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.

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education and Health Education.

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSHE which are taught in Year 6.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

#### **9. Training**

The PSHE and RSHE Leads have completed a Train the Trainer course which ran from September 2020 until February 2021. The aim was to support them in becoming RSHE Primary Subject Facilitators. It included expert support from the National Children's Bureau Sex Education Forum. Following on from this training, they held a Staff Meeting in April 2021 to ensure the teaching staff had all of the information and guidance they needed and had the opportunity to raise any questions. This ensured that the new statutory guidance was correctly implemented consistently throughout the school and training for this is always ongoing.

The PSHE and RSHE Leads will also be part of the training that is being shared throughout Bracknell Forest for other schools- this includes the Mental First Aid training which will be shared with all staff.

#### **10. Monitoring arrangements**

The subject leaders for PSHE and RSHE, and the Headteacher are responsible for the effective delivery of the RSHE curriculum. The monitoring of RSHE is carried out by the subject leader who informs the Headteacher who regularly reports to the school's Governors. This will be carried out through learning walks, discussions with teachers and pupils.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum map

### Relationships and Sex Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5 (Science)		How the body changes over time	
Year 1	Autumn	<p>Starting the Year Right/All About Me</p> <p>Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>Comparing their likes/dislikes to another child in the class and how it is ok to be different to others.</p>	
Year 1	Summer	<p>When I grow up:</p> <p>Keeping clean as you grow up</p>	
Year 2	Autumn	<p>Starting the Year Right/All About Me</p> <p>Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>How happiness can be found from being around others – children to think about the communities they are a part of</p>	
Year 3	Autumn	<p>Starting the Year Right/All About Me:</p> <p>Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>Treating others as we would like to be treated.</p> <p>How to work within a group with different people. Understanding the roles that people take in a group and showing respect to each other.</p> <p>Thinking about different emotions and knowing who you can speak to.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring	<p>Being Safe: what happens if a relationship becomes unhealthy and who to speak to</p> <ul style="list-style-type: none"> <li>- Demonstrate sensitivity and understanding of people with different values, cultures and beliefs</li> </ul>	
Year 4	Autumn	<p>Starting the Year Right/All About Me: Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>Being responsible in friendships and how our actions affect others. First impressions and how they might not always be accurate.</p>	
Year 5	Autumn	<p>Starting the Year Right/All About Me: Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>How our bodies are changing – taking about periods and puberty</p> <p>Working in a group – how can I help others who are in need?</p>	
Year 5	Summer	<p>Planning for the future: Describe the different types of care and love extending their vocabulary and understanding of different emotions</p> <p>Growing up and looking at how their body will change</p>	
Year 6	Autumn	<p>Starting the Year Right/All About Me: Linked to Golden Value, 'Respect', think about others who are different from them – physically different, make different choices, have different preferences or beliefs</p> <p>How our bodies are changing (puberty)</p> <p>Showing empathy to others and how someone who is angry, upset or being really quiet could be going through a hard time. How to recognise different emotions in themselves.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	Planning for the future: Understanding the changes involved in puberty and human reproduction Who should people love – broaching the subject of heterosexual and homosexual relationships	

## Appendix 2: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>