Warren Park Primary School

RELATIONSHIP AND SEX EDUCATION POLICY (FROM 2020)

Reviewed by:	FGB- sub	Responsibility:	FGB
Last Review:	November 2021	**Next Review:**	November 2022
Review Cycle:	Yearly	**Ratified by governors:**	15.11.21
Signed by Chairperson	*H. Fish*		

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place and a culture of trust between staff, pupils and families
- 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
- To ensure pupils are equipped with the skills and knowledge to recognize and report abuse (emotional, physical and sexual)

RSE is part of our National Curriculum Science programme. Other aspects are taught through COSMIC and some areas of relationships through lessons in Literacy and RE. In science we will also use the correct vocabulary. Occasionally, where appropriate experienced visitors may be invited.

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 Warren Park School we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved 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. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Parent/stakeholder consultation – parents sent a copy of the policy and invited to ask questions or make suggestion about the policy. This will be followed up by a parental questionnaire regarding curriculum, communication and parental support

5. Pupil consultation – we investigated what exactly pupils want from their RSE

4. Definition

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 the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

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

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, pupils and staff, considering 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 children 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 RSE

The majority of the RSE is taught within our regular COSMIC sessions. The children will have worked with the team over many years and will have built up trust within those sessions as well as the expectations we have around sharing and contributing to lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Throughout the school we support the RSE and PSHE curriculum through our school values. Our School Council and our pupil Values Committee have worked very hard to link our school values with the Fundamental British Values, our curriculum and The Six Strands curriculum.

Ground rules:

Teachers and pupils will mutually agree ground rules to create a safe environment where all concerned do not feel embarrassed or anxious.

These may include
- No one pupil or teacher will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- Gender neutral language and awareness of gender identification

Dealing with questions:

Questions arising from RSE teaching will be answered in accordance with the ground rules established by the school. Questions which are deemed too explicit, too old or inappropriate for the whole class or raise questions of abuse should be dealt with later by the teacher having sought guidance from the PSHE manager if appropriate. If abuse is suspected the teacher should follow the school's child protection guidelines. As a school we take report peer on peer abuse from children seriously and follow school protocol.

Parents:

The school recognises that parents are key in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and
- Preparing them for the challenges and responsibilities that sexual maturity brings.

However, the school is also aware that parents may need support in:

- Helping their children learn the correct names of the body;
- Talking to their children about feelings and relationships; and
- Answering questions about growing up, having babies and relationships.

Additional Support / SEND / Wellbeing:

We consider all the needs of our children and we may choose to provide children with additional support. This may include:

- Additional aids to help explain lessons
- Working with One to Ones, to form a team approach / lesson plan
- Working with parents and carers to support and issues raised by them
- Working with outside agencies to help deliver the curriculum
- Work with one to ones and families to develop the best approach to delivering the curriculum

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
- Preparing children for the changes that adolescence brings
- How a baby is conceived and born
- In response to the review of sexual abuse in schools and colleges (Published 10 June 2021), we acknowledge and teach that girls (and those who identify as girls) are more likely to experience harassment (this includes peer on peer, sexual, online, emotional and physical)
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For more information about our RSE 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 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 requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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 RSE
- Responding to reports or concerns of abuse (this includes peer on peer, sexual, online, emotional and physical)

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 Mrs Cooper.

Although all staff are responsible for implementing RSE and this policy within the school. Mat Jones and Jo Tester are responsible managers for teaching RSE in Warren Park Primary School.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

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

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

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring Arrangements

The delivery of RSE is monitored by GB, SLT and Mat Jones through:

- Curriculum Overviews
- Book Looks
- Learning Walks
- Parent and Children Questionnaires
- Emails and updates
- Cluster Meetings
- Pupil Voice (School Council and Values Committee)

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

This policy will be reviewed by Mat Jones and Jo Tester annually. At every review, the policy will be approved by GB and Head Teacher

APPENDIX 1 PSHE PROGRESSION OF SKILL / CURRICULUM MAPS

APPENDIX 1 Currently Under Review

APPENDIX 2 PSHE BY THE END PF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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
Respectful relationships	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 3 PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

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	

Agreed actions from discussion with parents	