



## Wheatcroft CP School

### Policy for Relationship and Sex Education (RSE)

Policy completed: January 2020

Person with overall responsibility for RSE: Headteacher

RSE & PSHE Subject Leader: Miss J Harper

Governors responsible: Mrs M Parkins

### How this Policy was Developed

This policy was developed and agreed in consultation with all staff, governors and parents /carers. It takes full account of the school's legal obligations and reflects the national aims and priorities included in the DfE's Sex and Relationship statutory guidance June 2019.

#### How the Policy was developed and how it will be reviewed

- Governors reviewed the policy and looked at how RSE was delivered in school at a full governors meeting in January 2020.
- Staff have discussed the RSE policy at a staff meeting (January 2020)
- Parents have been informed about arrangements for delivering RSE and invited to view resources that are used with their child. Parent's opinion has been sought about what aspects of RSE are being covered at Wheatcroft.
- We are following guidance from the government approved PSHE association. We have combined guidance and resources from two recommended schemes – CWP and Medway, both of which contain guidance, lesson plans and resources.

### Definition

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

Relationships and Health Education	Sex Education	National Curriculum Science
Families and people who care for me. Caring Friendships. Online relationships. Being Safe. Mental Wellbeing Internet Safety and Harms Changing adolescent body Menstruation	Our planning forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole, the Sex Education is one element of the resource and is part of the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Ways of preventing a pregnancy ie basic contraception.	<p><b>Key Stage 1 (age 5-7 years)</b>  <b>Year 1</b> pupils should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Year 2</b> pupils should be taught to: notice that animals, including humans, have offspring which grow into adults and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Key Stage 2 (age 7-11 years)</b>  <b>Year 5</b> pupils should be taught to: describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.  <b>Year 6</b> pupils should be taught to: recognise that living things</p>

		produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Cannot withdraw children as it is statutory.	Parents have the right to withdraw their child but would be encouraged to speak to the Headteacher or the PSHE leader about their concerns.	Cannot withdraw children as it is statutory.

## Rationale and Statutory Requirements

RSE has a number of broad outcomes and specific aims, listed in the following section. RSE helps children learn about physical, moral, social and emotional development. It is about understanding the importance of family life based on respect, care, empathy and love. In addition, RSE can help to support academic achievement. As such, RSE is an integral part of the being a Healthy School.

In July 2018, the Government set out plans for maintained primary schools to start teaching RSE in September 2019 and those schools that needed extra time and support, it should be in place for September 2020. At Wheatcroft, we aim to be teaching RSE according to the DfE guidance of 2019 by Summer Term 1, 2020. New guidance and regulations states that all primary schools need to teach Relationships Education and recommends that all primary schools have a programme of sex education. Within the Science National Curriculum, the law specifies aspects of RSE that must be taught; it requires that pupils should be taught about body parts, the human life cycle and reproduction at Key stage 1 and 2.

All state-funded schools must follow the Government guidance on Relationships and Sex education (DfE Guidance 2019) and ensure that the school has a policy that reflects the teaching within the school. **The Act gives parents the right to withdraw their children from all, or part, of sex education, which is not part of the National Curriculum.**

RSE require all maintained schools to publish in their prospectus a summary of the content and organisation of any sex and relationship education which they provide.

The Secretary of State 2019 stated "In Primary Schools, we want the subjects to put in place in the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."

## What is taught at Wheatcroft?

EYFS	Family and friendship	Caring friendships, being kind and families.
Year 1	Growing and Caring For Ourselves	Caring friendships, being kind and families.
Year 2	Differences	Different friends, growing and changing, families and care.
Year 3	Valuing difference and Keeping Safe	Difference, male and female animals, naming body parts.
Year 4	Growing Up	Body differences, personal space, help and support.
Year 5	Puberty	Talking about puberty, the reproductive system and puberty help and support.
Year 6	Puberty, Relations and Reproduction.	Puberty and reproduction, communication in relationships. Families, conception and pregnancy. Online relationships.

## Roles and Responsibilities

### The PSHE Subject Leader

The school has a co-ordinator for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- ensure that all staff are confident in the skills to teach and discuss RSE issues
- monitor and advise on organisation, planning and resource issues across the school
- ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE
- review / update the policy on a two-year cycle or sooner if necessary.

- Liaise with the school nurse

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning.

The Headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE Co-ordinator
- keep the governing body fully informed of issues and progress in RSE
- act upon any concerns which may arise from pupil disclosure during RSE sessions.

### **The Governing Body**

The Governing body, in co-operation with the Headteacher, determines / agrees the school's general policy and approach to RSE provision for all pupils. They will continue their involvement through regular evaluation of it.

### **The Teacher**

Teaching children about RSE is a whole-school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis. It is the responsibility of all staff to teach RSE in line with the principles and statements set out in this policy, and in particular:

- to establish with pupils a set of ground rules which set the parameters for discussion
- to recognise when there is a concern about sexual abuse and to follow concerns under Safeguarding procedures (see Safeguarding and Confidentiality section, below)
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- discuss all types of relationships with sensitivity and respect
- approach the teaching of SRE with an awareness of the children's needs in this area e.g. through assessment of their knowledge and understanding; through dialogue with Designated Safeguarding Officer about vulnerable pupils
- be developmental and appropriate to the age and stage of the child common starting points are not assumed
- inform children about changes and growing up as part of the Science and PSHE curriculum.

When teaching any work in RSE, sensitive questions may arise. Such questions are answered as appropriate. This is in accordance with DfE's guidance (2019). However, teachers should:

- deflect questions that are of a personal nature
- delay answers to some questions to allow clarification
- not be drawn into providing more information than is appropriate to the age of the child
- acknowledge questions that are too explicit which may need to be answered at a parent's discretion by the parent or carer.

### **External Agencies**

Throughout the years, visitors may be invited to help the teaching and learning process, e.g. a parent and baby might help to illustrate work on relationships or changes.

### **The Parents / Carers**

They have a legal right to view this policy and to have information about the school's RSE provision. The school will seek and take account of parent / carer views and endeavour to adopt a partnership approach with parents/carers eg a working party to develop and discuss the policy and delivery of RSE and through information workshops for parents / carers.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents wanting to exercise this right are invited to see the Headteacher or PSHCE subject leader who will explore their concerns. The Headteacher will give automatic right to withdraw the child from any sex education that is not part of the science curriculum.

### **Safeguarding Children and Confidentiality (See North Yorkshire Child Protection Policy 2019)**

The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state funded) mandatory from September 2020 but schools are encouraged to adopt the new curriculum early from September 2019.

It is the responsibility of **WHEATCROFT SCHOOL** to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils (s 175 2002 Education Act). In fulfilling this duty they must have regard to guidance issued by the Secretary of State (\*see references). Whilst children and young people have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's Senior member of staff with designated responsibility for Safeguarding. The Designated person will then, in line with the School's Safeguarding policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence in line with the Freedom of Information Act (2000), not supposition.

### **Organisation, Planning and Resources**

RSE is delivered in line with the National Curriculum for Science, the national framework for PSHE, DfE's Relationships Education, Relationships and Sex Guidance and the North Yorkshire Healthy Schools Programme guidance 2019. The planning is based upon The Christopher Winter Project (CWP) – teaching with confidence programme and the staff will use additional resources where appropriate. CWP is recommended by the PSHE association, of which we are members to support teaching throughout the PSHE curriculum.

To ensure full coverage, SRE is addressed in two ways:

- through designated curriculum time on a weekly basis within PSHE sessions.
- through other curriculum areas (Science, English and RE provide a particularly useful platform); these cross-curricular links are always made to make learning more meaningful and impactful.

#### **The resources used to support SRE:**

**CWP resources**  
**Medway Primary PSHE planning**  
**PSHE association**  
**Betty for schools**  
**Stonewall**  
**NSPCC**  
**Busy bodies video clip**  
**Plus extra resources as we feel appropriate – age relevant**

Because RSE covers many aspects of relationships and feelings, teaching is generally planned in such a way as to encourage full participation by all children, irrespective of gender or ability.

### **Assessment and Reporting –**

WHEATCROFT is determined to make the curriculum as relevant to the children's needs as possible. To this end assessments will be made through observation of children and their work and by talking to and discussion between pupils.

A statement as to the personal and social development of each pupil will be made in the annual report to parents. This may make reference to RSE learning during the year.

## **Equality of Opportunity**

WHEATCROFT strives to ensure equality of opportunity in the learning and teaching process, and also for equality of opportunity for the children's futures.

Young people may have varying needs regarding RSE depending on their circumstances and background. RSE includes the study of physical and emotional differences and differences in life experience. Through such study children can acquire understanding of and respect for other people and their values.

## **Special Educational Needs**

For all pupils, there is a need for clear, explicit and repeated teaching about sex and relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally eg what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

RSE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (eg extra discussion, stories relating to the topic).

## **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

## **Monitoring and Evaluating**

The RSE programme is regularly evaluated by the PSHE co-ordinator. The views of teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- to review and plan the content and delivery of the programme of study for relationships and education
- to review resources and renew as appropriate
- to update training in line with current Government and LA guidelines.

## **Appendix 1:**

### **References**

This policy was compiled with reference to:

**DFE Relationships Education, Relations and Sex Education (RSE) and Health Education – July 2019**

**Sex Education Forum 2019 - Whole school audit RSE audit tool.**

**PSHE Association –Planning toolkit for PSHE KS1 and KS2. Road Map to success. We've got it covered (2 separate documents to support planning and policy writing)**

**The Charles Winter Project –teaching with confidence 2019.**

**The Medway Primary School Planning tool. 2019**

**Safeguarding children and safer recruitment in Education -Safeguarding children Board and Procedures and Guidance.**

**North Yorkshire Safeguarding Policy (January 2020)**

**Reviewed by the GB – 19.1.23**

**Signed ..... (Chair)**

**Next review: December 2024**