WINDY ARBOR PRIMARY SCHOOL

SEX AND RELATIONSHIP EDUCATION POLICY

Policy written/reviewed by:	Rebecca Josephs & Amy Povey
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Ratified by Governors on:	15/11/23
Signed:	
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Sex and Relationship Education Policy

Section 1: Intention

The intent of RSHE is to encourage the emotional and social development of our pupils and involves learning about sexual health, sexuality, healthy lifestyles diversity and personal identity. This policy aims to ensure that our school complies with and implements effectively the requirements of the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, the Education Act 1996 and any other statutory guidance.

Section 2: Moral and Values Framework & Aims

The values that underpin our teaching and learning about relationships and about sex education in our school have been developed through consultation with the whole school community. In developing our aims and values around RSHE, school staff, parents and pupils have been consulted in order to explore attitudes and values with regard to RSHE and achieve a level of contentment with the current RSHE syllabus and policy.

Section 3: Definitions

Relationship, Sex, Health and Economics Education in our school supports learning about our bodies and growing up, puberty and reproduction within the wider context of relationships, feelings, emotions, identity, respect for difference and keeping ourselves safe.

We are aware that some areas of RSHE are deemed to be sensitive within our school community. These areas include naming private body parts, reproduction; same sex family groups; change to family groupings and potential conflict with teachings of some faith communities.

To support teaching in the classroom, ground rules will be developed and referred to; pupils will be given opportunities to write their questions confidentially through sessions in their classrooms and these will be answered within the allocated RSHE teaching time; all responses will be made within the boundaries of the policy; issues of concern will be shared with the relevant person – parent/senior staff/school nurse.

Teaching staff will be supported through an ongoing programme of Continual Professional Development and investment in updated resources to support delivery within the classroom. Teachers can see the Personal Social and Health Education (PSHE) Lead if they wish to reflect on sensitive and controversial issues which they have addressed in the classroom.

Section 4: School Responsibility

School Subject Leads are responsible for:

 ensuring their school is curriculum compliant by following the statutory guidance. This includes: ensuring their localised curriculum is shared on their school website; monitoring that lessons are age appropriate and accessible to all; auditing each of the

RSHE strands to assess the impact of provision on pupils and make relevant changes to ensure the content delivered is relevant and timely.
 supporting staff with teacher training activities. This could include support with: ensuring the pupils can make progress in achieving the expected educational outcomes; teaching is delivered in ways accessible to all pupils including those with SEN

Teaching Practitioners are responsible for:
 delivering the agreed RSHE curriculum in a professional, sensitive and positive manner, remaining balanced and not dependent on any personal views. This includes ensuring that all pupils feel comfortable in a 'safe' learning environment. The teacher is expected to consider their own needs by forward planning and identifying topics which may be sensitive to teach due to personal life experiences and ask to be supported effectively
 delivering the agreed RSHE curriculum so that it is accessible for all and there is progress and development of all the pupils in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. Staff are required to consult the SEND register to support their teaching of RSHE.
 Modelling the positive attributes drawn on in RHSE
 Monitoring progress against the British values pupils
 Responding appropriately to students whose parents wish them to be withdrawn from the non-science component of RSHE
 raise any subsequent safeguarding concerns according to the school policy.

Pupils are expected to:
 Fully engage in RSHE and when discussing lesson content display the British Values of mutual respect and tolerance

Section 5: Consultation

School staff members have been asked for their views on RSE through a staff questionnaire and parents have had the opportunity to find out more about the new statutory RSHE framework from a letter outlining the teaching that takes place in each year group. Information from the Health Related Behaviour Questionnaire and Every Child Matters perceptions survey has informed development of provision.

Section 6: Aims

The aims of RHSE teaching are:
 To foster a safe school community where pupils can learn, grow and develop positive, healthy behaviour for life.
 To nurture secure learning environments where children can be inquisitive and curious, develop tolerance, empathy and self-esteem, and show respect and consideration for others.
 To meet our safeguarding obligations by providing a preventative programme that enables children to learn about the safety and risks in relationships.
 To ensure that all pupils are prepared for the physical and emotional changes they go through during puberty.

 To provide age-appropriate knowledge about sexual health and human development, together with an opportunity to consider the values and attitudes around sexual health issues.
 To help pupils to keep themselves safe, both on and offline, to develop positive relationships with others, and to understand the difference between consenting and exploitative relationships.

RSHE will sit alongside several national curriculum subjects. These being: Citizenship, Science, Computing and PE. Links will be made to draw links between these subjects and we audit this content to ensure information is built upon ad duplication prevented.

The biological elements of RSHE will be taught within science lessons, as set out in the National Curriculum science orders.

Key Stage 1 (age 5-7years)
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; Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11years)
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; Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education In primary schools
The focus of relationships teaching will be on the fundamental building blocks and characteristics of positive relationships within family relationships, friendships and relationships with other children and adults, both in person and online. We want all children to develop ideas of respect and boundaries that can built on during their primary years and on into the secondary curriculum.

Sex Education
Sex education is not compulsory in primary schools, although the Department for Education recommends that al primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Difficult questions
Children may ask questions which go beyond the Sex and Relationships curriculum being delivered. We respect the courage and confidence it may take pupils to ask these questions and will respond in a thoughtful and appropriate way, being mindful that where a question is not answered an answer may be sought elsewhere and children may receive inappropriate information. Questions of this nature will be handled sensitively. Staff will not answer ‘in the moment’ instead taking time to ensure that they are clear about the information that they are able to give and parents will be informed where necessary. Such questions may need to handled alongside the safeguarding policy.

Physical health and mental wellbeing
Teaching children about physical health and mental wellbeing is an important part of supporting children to make good decisions about their own health and wellbeing. We

know that mental and physical health are interlinked and it is important that children understand the impact that one can have upon the other. Through this subject area, children will learn about self-care techniques, personal health, basic first aid and the prevention of health and wellbeing problems.

Menstruation
It is important that girls are prepared for the onset of menstruation, and for many girls this is happening during their years at primary school. Menstruation is included in the Health element of RSHE and will be taught alongside the requirements outlined in the Science Curriculum. Sanitary products are available in school should they be required and sensitive arrangements are in place to help girls to prepare for and manage menstruation. Parents should contact their child's class teacher in the first instance if they wish to discuss this further

Section 7: Right to Withdrawal

Parents/Carers are the primary responsibility for providing children with relationships, sex and health education. They have a right to withdraw their children from the non-science component of sex education within RSHE

Explanation of the right to withdraw

Relationships and Health Education form statutory parts of the RSHE curriculum for primary aged pupils. To that end, parents are not able to withdraw their children from these aspects teaching and learning. Sex education is non-statutory for primary schools, although elements of sex education do form part of the statutory science curriculum. Parents are able to withdraw their children from sex education lessons that go beyond the science curriculum for their year group. Requests for withdrawal should be made in writing and addressed to the Head teacher and upon receipt, a relevant member of staff will invite the parent to a discussion about their concerns. Permission will be granted in line with the statutory guidance.

Section 8: Roles and Responsibilities

All staff will deliver RSE through their daily work. Class teachers will deliver specific aspects relating to puberty and reproduction with the support of the PSHE Lead. Where staffing allows and a need is identified, the boys and girls will be taken separately to cover some aspects of puberty in years 5 and 6.

The governing body has statutory responsibility for RSHE delivered in school. The governing body will review the policy annually and monitor effectiveness.
In addition, they will ensure that the policy is made available to parents; that sufficient resources and training are given to staff members to ensure that appropriate teaching is delivered. The named lead for PSHE will lead the review, monitoring and evaluation of RSHE.

Section 9: Resources

Our school uses the Jigsaw scheme to deliver our PSHE curriculum. This has recently been updated to include all the statutory content for RSHE. The PSHE lead also has

additional resources to support the delivery of these sessions. When selecting any supplementary resources of their own teachers must decide:

- Is it age appropriate?
- Does it match the needs of the children?
- Does it match the learning outcomes for their age group?
- Is the material suitable for all children in the class? Are there any special circumstances relating to an individual child which may cause sensitivity?
- Is the resource in line with the school values and its aims and objectives for RSE?

Teachers may seek advice on appropriate resources by consulting with the PSHE Lead.

Section 10: Monitoring, Evaluation and Review

The school will monitor delivery of and learning about RSHE every summer term to inform practice (outside of science RSHE is mainly taught in conjunction with the Jigsaw unit topic 'Changing Me' taught in the second half of the summer term). The lead for PSHE will implement this role.

Parents and staff will be invited to review the policy. Pupils will participate in questionnaires /surveys (e.g. the Every Child Matters perceptions yearly and the HRBQ every other year) which can inform the review process.

As part of ongoing CPD, staff will meet annually to discuss appropriate responses to challenging questions.