

Relationships and Sex Education (RSE) Policy

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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	Feb 2006	Original issue
1.1	Nov 2008	Re – write in line with new PSHE Scheme of Work
1.2	Jan 2010	Updated in line with latest DFE guidance 2010
1.3	Jan 2012	Reviewed
1.4	Dec 2017	Reviewed
1.5	July 2019	Rewrite of policy to align with new GHLL programme of study and latest DFE advice
1.6	February 2020	Revised with the Statutory guidance from DFE
1.7	November 2020	<ul style="list-style-type: none"> - SRE changed to RSE - Addition of extra information taken from DfE guidance 2019 - Amendment of scheme of work and resources, in line with new GHLL curriculum - Reorganisation of policy headings to reflect GHLL guidance. - Streamlining of some sections to provide more succinct information
1.8	September 2022	Reviewed and no changes made
1.9	October 2023	Reviewed and updated with current ‘What children will learn by the end of primary school’.

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1. INTRODUCTION

This RSE policy has been written by the PSHE lead at Warden Hill Primary school in consultation with the Headteacher, staff and governor body. The content of the policy and curriculum have been amended in order to include the new DfE requirements for Primary Relationships Education, which becomes statutory from the summer term 2021.

The policy will be available to read on our school website and a hard copy will be available, on request, from the school office.

2. WHAT IS RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

The purpose of RSE is to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships. This will help them to go on beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 guidance, the focus at Warden Hill Primary school will be on providing the fundamental building blocks for positive and safe relationships, including with family, friends and online. This will sit alongside our focus on healthy lifestyles and positive mental health and is interwoven into our learning objectives for PSHE.

The key elements of RSE are divided into 5 sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

3) AIMS OF RSE

Our aim for all children at Warden Hill is that they grow up healthy, happy, safe and able to manage challenges and opportunities in modern Britain. Our curriculum is designed to equip our pupils with the knowledge to make informed decisions about their wellbeing, health and relationships, as well as preparing them for a successful adult life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be discerning in their relationships and sexual behaviors and are also more likely to have healthy, safe and fulfilling relationships.

All adults at Warden Hill will work towards achieving these aims for RSE in our school.

4) STATUTORY REQUIREMENTS

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from the summer term 2021. Sex education is not compulsory in primary schools; however, puberty is covered in the RSE content and the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

In addition, the National Curriculum for science includes content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Warden Hill we will make links between this science work and our PSHE curriculum and all questions will be responded to in an age appropriate manner.

Keeping Children Safe in Education (KCSIE) 2023 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. Our RSE curriculum is key to this provision. This may include covering relevant issues through RSE from 2021 and through PSHE. Our computing Golden Rules and online safety policy provide more specific details about our approach to teaching our pupils about staying safe online.

Under the new statutory guidance, parents cannot withdraw their child from RSE. Parents may only withdraw their child from sex education beyond the national curriculum for science. Should any parent wish to withdraw their child from sex education beyond the national curriculum for science, we will uphold that right. We would, however, welcome a discussion around any concerns before a parent makes a final decision.

5) EQUAL OPPORTUNITIES

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs.

At Warden Hill Primary School, we are committed to ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

With regard to sexuality, it is important that our pupils are taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and will cover LGBTQ content when teaching about different types of families.

In order to ensure the RSE Curriculum meets the needs of all:

- we will not promote one particular lifestyle over another
- we will not seek to gain consensus, but will accept and celebrate difference
- we will encourage respect and discourage abuse and exploitation
- we will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

6) WHOLE SCHOOL APPROACH

The roles and responsibilities for our RSE curriculum and policy are:

PSHE Lead

The PSHE lead is responsible for reviewing and evaluating RSE at our school and will report to the Headteacher in this role. The PSHE lead will assist staff in their planning and delivery of the RSE curriculum. The PSHE lead will liaise with PSHE advisors, plan INSET to meet staff training needs and liaise with external visitors who support the RSE curriculum.

Teaching staff

Teaching staff are all involved in the school's RSE provision. As well as delivering the curriculum, they all play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE. They will be assisted in their work by provision of relevant resources, background information and access to appropriate training, support and advice from other members of staff.

Non-teaching staff

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important pastoral support role with pupils. They will have access to information about the RSE programme and will be supported in their pastoral role.

Governors

Governors have responsibility for school policies. They will be consulted about the RSE provision and policy and will be assisted in monitoring its implementation by the PSHE lead, Headteacher and staff.

Parents /carers

Parents/carers have a legal right to have information about the school's RSE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. However, under the new statutory guidance, parents cannot withdraw their child from RSE. As noted above, parents may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and aims to develop a strong partnership approach to RSE.

Pupils

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstances. We will consult children (e.g. through pupil conferencing) about their perception of the strengths of our RSE programme and the areas to be further developed.

Outside agencies

Outside agencies and speakers may be involved in contributing to RSE lessons. The school will only work with agencies and speakers who are appropriate to the pupils' needs. Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE lead or class teacher beforehand.

7) THE TEACHING OF RSE

We use the Cambridgeshire and Gloucestershire Healthy Living and Learning (GHLL) Primary RSE schemes of work and the NSPCC PANTS resource, which is a graduated age-appropriate programme. There are key lessons in each year group from Reception to Year 6. RSE is taught through various units of the PSHE programme, (Myself and My Relationships, Diversity and Communities, Healthy and Safer Lifestyles Citizenship, Our Changing Bodies) and some are taught through science.

The main RSE programme will be primarily delivered by the class teacher. We understand that, at times, children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of the children more effectively. We will use team teaching where this enables us to best use teacher expertise. We will always ensure there are positive educational reasons for each method of delivery.

By the end of Primary School:

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 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	<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, 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.

	<ul style="list-style-type: none"> • 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	<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. • 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	<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 (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.

	<ul style="list-style-type: none"> • 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.
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Ground rules

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. These rules will ensure that:

- no one will be expected to answer a personal question
- no one will be forced to take part in a discussion; everyone has the right to opt out
- only the correct names for body parts will be used
- the meanings of words will be explained in a sensible and factual way
- everyone will listen and respect each other
- other people's secrets are not ours to share

Pupil questions

Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting. They will also set the tone by speaking in a matter of fact way and ensure that pupils discuss issues in a manner which discourages any giggling or silliness.

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE lead or a senior leader.

During or after sessions, pupils will be encouraged to write down questions anonymously and place these in a class question box, which allows the teacher time to prepare age appropriate answers before the next session. Teachers will respond to all questions that they reasonably can, as we need to consider that pupils will most likely try and find answers online to any unanswered queries and may become misinformed.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the

need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection, in line with school Safeguarding and Child Protection policy.

8) RESOURCES

We use the Cambridgeshire Scheme, Gloucestershire Healthy Living and Learning lessons and recommended resources within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our curriculum for RSE
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE

9) CONFIDENTIALITY

All teachers conduct RSE lessons in a sensitive manner and in confidence, within the realms of our school confidentiality policy.

In our school we have a clear and explicit confidentiality policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- staff are unable to offer absolute confidentiality if approached by a pupil for help
- we will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

10) STAFF TRAINING

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. All teaching staff have attended high quality training from the GHLL over the past year (2019-2020) and have benefited from time to study the lessons and familiarise themselves with the resources available to support the delivery of these lessons. We will continue to discuss relevant issues and, where appropriate, arrange additional training to enable staff members to feel confident in delivering the curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors and attend training courses.

11) WORKING WITH PARENTS/CARERS AND OUR SCHOOL COMMUNITY

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- informing parents and carers by letter or leaflet of forthcoming RSE topics
- inviting parents to information events where they will have an opportunity to see the resources being used
- informing parents that we are willing to share the scheme of work and individual lessons with them, should they wish to have this information
- gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- informing parents and carers about the RSE programme as their child joins the school through the school website
- providing supportive information about parents' role in RSE
- inviting parents to discuss their views and concerns about RSE on an informal basis

Parents and carers will be given access to this on the school website. It is also available, on request, from the school office.

As noted above, under the new statutory guidance, parents cannot withdraw their child from RSE. Parents may only withdraw their child from sex education beyond the

national curriculum for science. The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Headteacher to discuss this further. An initial discussion will focus on which areas of RSE are currently statutory and non-statutory and we will aim to develop a clearer understanding of the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

12) MONITORING, EVALUATING AND REVIEWING OUR RSE POLICY

Monitoring and evaluation of this policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE lead, staff, pupils and parents to inform judgements about effectiveness.

13) LINKS TO OTHER POLICIES

This policy is linked to and is delivered in the context of the following policies/curriculum areas:

- Accessibility
- Anti-Bullying, Equality and Hate
- Positive Behaviour
- Confidentiality
- Drugs and alcohol
- Equality and Diversity
- Emotional Health and Wellbeing
- Health and Safety
- Healthy Eating
- Online safety
- Safeguarding and Child Protection
- Spiritual, moral, social and cultural development
- SEN/Inclusion
- Science
- PSHE