



Mutual respect

Ambition for all

Nurture

Relationship & Sex Education Policy

November 2024

Policy Document Version Control

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Full re-write	

Mission: Be The Best You Can Be

Vision: Providing a world class primary education, producing adults who change the world

At Whitley Village Primary School, we provide a holistic educational experience which produces citizens who are happy and emotionally and physically healthy. They will contribute positively to their societies and are adaptable to a rapidly changing world.

Our pupils will learn to be intrinsically motivated life-long learners, who work hard to achieve their aspirations and who engage in blue-sky thinking. They will use their academic prowess, strong skills of communication and initiative to achieve their potential and become fulfilled individuals.

Pupils leave us with us with a strong moral compass, at ease with themselves and confident to enter their next phase of life. They are appreciative of the plurality of society and are thoughtful, creative individuals who overcome barriers and challenges.

In time, our pupils will utilise the choices they have at their fingertips to change the world for the better. We achieve this vision through our daily mission: be the best you can be and by remaining true to our core values of mutual respect, ambition for all and nurture.

Values:

Mutual Respect



Ambition for all



Nurture





We are a Rights Respecting School with No Outsiders

Article 28: Every child has the right to an education

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Relationship Policy
- Preventing & Tackling Bullying Policy
- Online Safety Policy
- SEND Information Report

I. School Background Information

1.1	Type of School	Primary School
1.2	Average No. on roll	78
1.3	No. of classes in school	3
1.4	Ethnic Breakdown	Mixed
1.5	Gender	Mixed

2. Key contacts

2.1	RSE Lead:	Nicola Downey
2.2	Safeguarding Lead	Hannah Broom

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of RSE Policy

This policy has been written as a statutory requirement to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with RSE
- 4.4 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 4.5 Clarify the content and manner in which RSE is delivered

5. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

- 5.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 5.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

6. Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education (refer to point 10.5) we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships.

7. Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships

- Develop personal responsibility for one's actions
- Develop an awareness for internet safety when online

8. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationships and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex and sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

[Article 13 – Every child must be free to express their thoughts and opinions](#)

[Article 15 – Every child has the right to reliable information](#)

We believe that pupils should have accurate information that relates to their needs. As a Rights Respecting School, we understand that all children have the right to access information in matters that involve them and have the right to make decisions and have their opinions heard. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Thinking about morals and values includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture, sexual orientation and gender

9. Content and Organisation of the Programme

The school aims to provide a programme of sex and drug education in line with the Science and Computing Curriculum and PSHE education scheme of work.

- 9.1 Timetable allocation – There will be approx. 45 minutes given to teach each session. Pupils will receive 3 Drugs and Alcohol and 3 Relationships and Sex sessions each year during the Spring and Summer terms.

9.2 Groupings - The sessions will be taught within year groups throughout the school. When appropriate in KS2 the children will split into single-sex groups.

9.3 Staff Involved – The sessions will be taught by class teachers and their teams.

9.4 Where taught - Dedicated PSCHE lessons within Spring and Summer terms in classrooms or areas of school the children are familiar with.

9.5 How taught:

- Teaching staff will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feelings and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism, sexism or homophobia.
- In every section of the course a variety of teaching and learning styles are used including quality texts, videos, information sheets, textbooks, visual aids and models, games, role-play, the Internet and visits by theatre groups.

9.6 Curriculum Content

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- 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 7-11 years) - Statutory Science Curriculum

- 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

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships

- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

10. Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff may identify as LGBTQ+
- Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

11. Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

12. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

I3. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupil's progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

I4. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

I5. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

I6. Working with Parents/Carers and Child Withdrawal Procedures

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme. During Parents' evening, overviews of the schemes of learning are available for parents to view and staff are available for discussion if necessary.

From September 2020 Parents have the right to withdraw their child from Sex Education (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on

Relationships or Health Education or the Science Curriculum. If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and RSE Lead. Parents would then need to explain their decisions to their child, either at home or in school with members of staff. Teaching staff would be very discrete about the removal of a child from the lesson and would do so in a manner which is respecting the parents' wishes but also the dignity of the child. If a parent does make the decision to remove their child from Sex Education, they may choose to teach this themselves at home or not discuss this with their child at all until they are old enough to decide for themselves if they wish to partake.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSCHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to meetings to discuss RSE in the school.

17. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. However, these questions would be discussed with the parents of the child first, if related to the 'sex education' element of the curriculum. Questions related to the Relationships, Health or Science objectives would be answered as truthfully and honestly as possible. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

18. Disseminating and Monitoring the SRE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be made freely available to parents on the website and as a paper copy on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

Written by: N. Downey

Role: RSE Lead

Date Agreed: November 2024

Next Review Date: November 2025