



WIDDEN PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE)



REVIEWED BY:

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1. What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. RSE aims to equip children and young people with the information, skills and values they will need to lead safe, fulfilling, enjoyable relationships and which will ensure that they are well placed to develop meaningful and safe relationships beyond primary school.

In line with the DfE 2019 Guidance, the focus of RSE at Widden Primary School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships. A particular emphasis will be placed on friendships, family relationships, relationships with other children and with adults in all contexts, including online. This will sit alongside the essential taught curriculum of being healthy and better understanding the links between physical and mental health.

RSE at Widden seeks to equip children with the knowledge they need to thrive and to be safe in the wider world.

2. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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

The overall aim of the school is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

We understand 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 appropriately delay the age at which they become sexually active.

Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Our RSE curriculum at Widden Primary School forms a central part of this provision in upper Key Stage 2. This may include covering relevant issues through Relationships Education and through Personal, Social, Health and Economic education (PSHE). At the heart of these subjects there is a focus on keeping children safe, and we acknowledge that schools can play an important role in preventative education.

3. 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](#).

We are not required to provide sex education at primary school but we do need to teach the elements of sex education contained in the science curriculum. It is a legal requirement for all pupils to participate in relationship education. However, should you wish to withdraw your child from the sex education aspects of the curriculum then you have the right to write to the Head teacher and request this. All requests will be carefully considered. Please refer to Section 9 for more information.

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 Widden Primary School we teach RSE as set out in this policy.

4. 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Community consultation – we contacted various community groups, including religious groups to ensure that the content is respectful of differing views and beliefs.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

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

6. Curriculum

6.1 Curriculum Structure

Our curriculum objectives are 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, taking into account 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 (this is also covered in the KS2 Science curriculum)

For more information about our curriculum, see our curriculum map in Appendix 1.

6.2 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. To achieve this, Widden Primary School's approach to RSE will take account of the following:

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes towards 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.

Varying home and family backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

Sexuality

Some of our pupils may go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have parents/carers, brothers or sisters, other family members and/or friends who identify as LGBTQ. Our approach to RSE will include sensitive, honest and balanced consideration of sexual

identity. We believe, as a school, that sexuality does not make anyone different and everyone deserves the right and respect of being treated equally. We shall actively tackle homophobic or sexist behaviour.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. In these cases, class teachers will discuss individual cases with the school SENDCo. This may involve the SENDCo and/ or class teacher meeting with a child's parents to discuss the curriculum content and seeking to agree additional support to enable all of our children to access this learning.

6.3 A whole school approach

Teaching staff are all involved in the school's RSE development and planning; 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 aided in their work by provision of teaching, resources, background information, and access to continued support and advice from experienced members of staff.

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

6.4 Addressing questions from pupils

Answering difficult questions

When delivering the RSE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of those developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups. Widden Primary School will consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. On occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. At Widden Primary School, we believe that individual teachers must use their skill and discretion in these situations and might refer to the PSHE subject leader, if necessary.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate. This is specific to years 5 and 6.
- Teachers should respond to questions where they reasonably can and it is appropriate to do so.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules and encourage them to reframe their question.

- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the designated safeguarding lead (DSL) and the head teacher should be informed and the usual safeguarding/child protection procedures followed.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We place a significant emphasis on the importance of relationships in a wider sense. The school values of Friendship, Equality and Respect are central to our RSE 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

For more information about our RSE curriculum, see Appendices 1 and 2.

PSHE (which includes RSE) is taught weekly within the classroom. This is delivered by class teachers and may be supported by the pastoral team, where necessary. The delivery of the PSHE and RSE programme is monitored by the PSHE & RSE lead. The quality of the provision and its consistency to this policy is carefully monitored and evaluated by the Senior Leadership Team.

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.

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).

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold leaders to account for its implementation.

8.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSE (see section 8).

8.3 The Senior Leadership Team

The Senior Leadership Team is responsible for supporting the Head teacher in the monitoring and evaluation of quality in relation to the delivery of the PSHE & RSE curriculum across the school. The Senior Leadership Team will support and monitor the leadership of the PSHE and RSE lead.

8.4 PSHE & RSE Lead

The PSHE & RSE lead is responsible for co-ordinating the design, implementation and delivery of the PSHE and RSE curriculum across the school. They will ensure that the PSHE and RSE curriculum meets the needs of the children, has sufficient natural curriculum coverage and contributes positively to the development outcomes of all pupils here at Widden. This will require them to support the Head teacher and the Senior Leadership Team in monitoring and evaluating the delivering programme of study.

8.5 Teaching staff

Staff are responsible for:

- Modelling positive attitudes to RSE
- Delivering RSE in a sensitive way
- 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. These instances should be referred to the Head teacher
- Ensuring that the delivery of PSHE and RSE are consistent with the key messages of this policy

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 the Head teacher.

All class teachers are expected to delivery PSHE and RSE across the school as part of a broad and balanced curriculum.

8.6 Pupils

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

8.7 Parents and carers

Parents and carers are expected to support the school in the delivery of its PSHE and RSE programmes of work. Where parents have questions or concerns they are to direct these to the Head teacher.

9. 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 and non-science based components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education where the Head teacher decides to uphold the parents' request.

10. Training

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

The Head teacher, Welfare Officer, Senior Leadership Team and PSHE & RSE lead may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE & RSE lead through:

Learning walks, informal discussions with staff, books looks, pupil conferencing etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The Senior Leadership Team will monitor this through learning walks, discussions with pupils, teachers and families, and by participating, where appropriate, in class discussions and topics.

This policy will be reviewed by the Head teacher annually. At every review, the policy will be approved by Head teacher and the full governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

THE TAUGHT RSE PROGRAMME

We follow a bespoke to Widden Primary School scheme of work, based around big questions, which are relevant to our children and community. These questions and the knowledge and skills which are covered are all taught at an age-appropriate stage in our pupils' school career. RSE is delivered as discrete units within our wider PSHE curriculum. Some further elements of RSE are taught through other areas of the PSHE programme and some through science.

By the end of the EYFS pupils will:

- Understand what personal responsibility is
- Value their body, including physical achievements and capabilities
- Know the adults who are responsible for looking after them
- Recognise personal needs and act on them where appropriate or ask for help
- Understand basic hygiene routines, including toileting and washing

By the end of Key Stage 1 pupils will:

- Understand what a cycle is
- Understand that changes happen constantly as we grow
- Understand the life cycles of human and animals
- Understand the different stages of the human lifecycle
- Understand that humans, like other animals, change over time
- Value their own body and recognise its capabilities and uniqueness
- Recognise that people are similar in some ways and different in others
- Learn basic information about how the body works and ways of looking after it

- Know how to keep themselves clean
- Recognise the main external parts of the bodies of humans including agreed names for reproductive organs
- Understand that all living things originate from other living things
- Understand that humans produce babies that grow into children and then into adults
- Consider ways they have changed physically since they were born
- Consider physical changes that will take place as they move from childhood to adulthood
- Consider their responsibilities now and compare these to when they were younger
- Understand the choices they are able to make in order to keep themselves healthy

By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify the adults they can trust and ask for help
- be self-confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online