



Relationships and Sex Education Policy

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www.woodsideschool.co.uk

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum and delivery	5
6. Roles and responsibilities	6
7. Parents' right to withdraw	7
8. Training	7
9. Monitoring arrangements	7
Appendix A: Curriculum overview	8
Appendix B: What pupils should know by the end of primary school	9
Appendix C: Parent form: withdrawal from sex education within RSE	10

1. Aims

The aims of Relationships and Sex Education (RSE) at Woodside school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies.

We believe that our children should learn about growing up within a well-planned, empathetic framework which stresses the importance of responsibility, understanding and the ability to make reasoned, informed choices and decisions.

We believe that our children should learn about the importance of the family and the crucial role of parents/carers in their moral development.

We believe that our children need the knowledge and awareness of the importance of individual and collective moral responsibility and the ability to make informed choices about their own moral, emotional, physical and sexual health and development.

We believe that an important element of their personal, social and moral education is the question of personal integrity and safety and an awareness of the importance of the moral and legal framework which must exist in society.

We believe that Relationships and Sex Education must form an important element of a whole school approach to moral and health education. It needs to be part of a wider moral framework of encouraging sensible, informed choices in relation to the child's future physical, emotional and spiritual development and wellbeing.

2. Statutory requirements

As a primary academy school we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

We do not have to follow the national curriculum but we are expected to offer all children a curriculum that is similar to the national curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Woodside School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children, parents, carers and trustees. The consultation and policy development process involved the following steps:

1. Review – our senior leadership team collated 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, carers and trustees were given the opportunity to look at the policy and share feedback
4. Ratification – once amendments were made, the policy was shared with trustees and ratified.

4. Definition

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

At Woodside we teach RSE through Personal Social Health Education (PSHE) and the science curriculum. There are four strands in effective PSHE teaching and learning:

- Developing confidence and responsibility and making the most of children's abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

Children are entitled to learn and practice key like skills which should include:

Emotional skills

Managing emotions confidently
Developing empathy for others
Independent thought and behaviour

Social skills

Developing and maintaining relationships
Taking responsibility for their own and others' emotional, physical and sexual health

Communication skills

Participating
Listening
Asking questions
Expressing emotions and opinions

Negotiation skills

Resisting peer pressure
Managing and resolving conflict

Practical skills

Caring for self and others
Accessing support and advice

Decision making skills

Managing dilemmas
Assessing risk
Making informed choices and being able to act upon them

By exploring and challenging attitudes and values, children can be helped to develop a positive attitude towards emotional, physical and sexual health and well-being through:

- Developing a positive values and moral framework that will support their decisions, judgements and behaviour
- Developing a critical awareness of value systems represented in the media and amongst peers

- Recognising that prejudice, discrimination and bullying are harmful and unacceptable
- Understanding that all rights have responsibilities and all actions have consequences.

5. Curriculum and delivery

Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of our children. If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, and in partnership with parents and carers, so they are fully informed and don't seek answers online.

We organise our curriculum through a cycle of topics which give all our children access to a broad curriculum differentiated to meet their needs. It is a spiral curriculum that develops and progresses as the child moves through the school. The theme of Growing Up is revisited throughout the child's education and the knowledge, skills and concepts they experience are: -

In the Early Years and Key Stage 1 (Years Nursery, Reception, 1 and 2)

- to be able to name parts of the body
- to understand the concept of male and female
- to understand the idea of growing from young to old
- to know that people develop at different rates
- to know that babies have special needs
- to acquire skills of caring for young animals
- to know that there are different types of family and be able to describe the roles of individuals within the family
- to know about the rituals associated with birth, marriage and death and talk about the emotions involved
- to appreciate ways in which people learn to live and work together
- to describe roles of individuals within families
- to know about personal safety, e.g. know that individuals have rights over their own bodies
- to know that there are differences between good and bad touch
- to be able to talk about emotions
- to develop skills of listening, discussing and sharing.

Key Stage 2 (Years 3, 4, 5, 6)

- to know the basic biology of human reproduction
- to begin to know about, and have understanding of, the physical, emotional and social changes at puberty
- to know how children develop from birth to 5+
- to understand the importance of good parenting
- to understand some of the skills necessary for parenting
- to know about some of the needs of the old/ill and understand death
- to understand what is meant by 'relationships' within families, between friends and in the community
- to know that there may be many patterns of friendship
- to be able to talk about friends and friendship with significant adults
- to know about helping agencies which can support families and individuals in different circumstances.

Menstruation will be taught in Year 5.

Sex education will take place in the summer term of Year 6.

We carefully select teaching and learning resources from a number of sources including www.cyh.com, the Shropshire 'Respect Yourself' programme and <https://www.pshe-association.org.uk/>

Our topic planning cycle allows us to plan the delivery of Relationships and Sex Education in depth and within a developmental, spiral curriculum. Children have access to appropriate resources throughout their school career within the framework of well planned, sensitive teaching.

External agencies may be involved in our planning and teaching throughout our Personal, Social and Health Education and Citizenship (PSHE+C) programme. Our teaching is well planned, appropriate and matched to the needs of the children. We aim to develop all children's self-esteem and sense of responsibility. Sensitive issues are dealt with in an empathetic, unbiased way as they arise, whilst adhering to the legal framework within which all teachers operate.

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).

6. Roles and responsibilities

6.1 The Trustee Board

The Trustee Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from [non-statutory/non-science] components of RSE.

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

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 Headteacher.

6.4 Children

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

7. 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/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

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

The Headteacher may also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE and/or parents/carers.

9. Monitoring arrangements

The delivery of RSE is monitored by our Headteacher and Associate Headteachers through scrutiny of long, medium and short term planning, observations of teaching (formal and informal) through learning walks, etc.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by our Headteacher and Associate Headteachers and approved annually by trustees.

APPENDIX A Woodside School PSHE Long-term overview (based on the PSHE Association Primary Programme)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year; naming body parts	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes, personal hygiene routines	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing; personal hygiene routines; puberty	Keeping safe in different situations, including responding in emergencies, first aid
Year 6	Attraction to others; romantic relationships	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition; physical and emotional changes in puberty	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

APPENDIX B

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

APPENDIX C

Woodside Primary School – Request to withdraw child from sex education

TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			