

Warren Wood Primary School

Relationships and Sex Education (RSE)

Policy

This policy covers our school’s approach to the teaching and learning of RSE (Relationship Education). It was produced by Lucy Ives through consultation with teaching staff and the governing body. It will be reviewed in July 2024.

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| Staff responsible for overseeing and reviewing this policy | Lucy Ives (PSHE lead), Erica Reyes (Head Teacher) and the Governing Board. |
| Reviewed policy shared with staff on: | Checked by D Toye (DHT) 28.03.23To be ratified by governors Summer 23To be shared with staff Summer 2023 |
| Date of policy: | March 2023 |
| Date for review: | July 2024 |

**How will the policy be made available to parents, carers and the wider community?**

This policy document is freely available on request to the entire school community. The policy will be available to parents via the school website or at the school office.

**Definition**

RSE supports children and young people’s personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by a supportive school ethos of ‘Care, Courtesy and Consideration’ where everyone is valued, positive relationships are promoted and there is a safe learning environment.

**Aims and Objectives**

The aim of RSE is to provide children with accurate and age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families. We also believe that sex and relationship education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly. Issues raised by children will be dealt with honestly, taking into account the maturity of the child.

The objectives of Relationship and Sex Education are:

* To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
* To give accurate information about puberty, reproduction and contraception and to promote the skills to build positive personal relationships
* To ensure that all children can protect themselves and ask for help and support
* To give pupils opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender
* To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people’s decisions, rights and bodies
* To encourage the development of communication and decision making skills
* To help young people to develop skills to negotiate and resist unwanted pressure
* To give pupils a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
* To be responsive to differing needs and background
* To prepare young people for transitions and later life

# The teaching programme for Relationship and Sex Education Legal requirements

This policy has been written in line with all relevant legislation and statutory guidance including, but not limited to:

* DfE ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE ‘Keeping Children Safe in Education’
* DfE ‘National curriculum in England: science programme of study’
* Equality Act 2010
* Children and Social Work Act 2017

**Links with other policies**

This policy is linked with the following policies:

* Safeguarding Policy
* Behaviour and Discipline Policy
* E-Safety Policy
* SEND Policy
* PSHE Policy

These policies can be found on the school website or on request at the school office.

**Equality and Diversity**

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

* Age.
* Marriage and Civil partnership.
* Disability.
* Race.
* Religion and belief.
* Sexual orientation.
* Sex.
* Pregnancy and maternity.
* Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

**Curriculum Organisation and Content**

Warren Wood adopts the following approaches to organise the curriculum to ensure high quality delivery of RSE:

* RSE is covered as part of a wider programme of PSHE education.
* Staff follow the long-term or condensed plan of PSHE education to ensure progression of skills between the year groups.
* Lessons are sufficient length to allow children to explore topics and reflect on their learning.
* Focus days, visits and visitors will be used when appropriate to enhance the programme of learning.
* Cross-curricular links will be made when appropriate.
* Confident and skilled staff are most effective, particularly for sensitive and controversial topics.

At Warren Wood, we have chosen to use the Kapow Primary RSE scheme of work (https://www.kapowprimary.com/subjects/rse-pshe/), which provides full curriculum coverage, including all the statutory content, for each year group.

This link can be used to view the Kapow Primary RSE curriculum overview (https://www.kapowprimary.com/subject-toolkits/rse-curriculum-overview/).

**Teaching and Learning Style**

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

* Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
* Using distancing techniques including de-personalised discussions and role play.
* Using clear language to avoid misunderstandings.
* Avoiding prejudice and assumptions about children’s abilities, desires, background and experiences.
* Dealing sensitively with unexpected questions and comments.
* Assessing and building on existing knowledge and experiences.
* Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
* Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
* Allowing time for reflection.
* Ensuring that learning experiences are inclusive and can be accessed by all.
* Using a variety of groupings to enhance learning.

**Safeguarding**

Correct biological terms are used for teaching as it is important in relation to child safeguarding.

Teachers are aware that effective RSE may lead to disclosure of a child safeguarding concern. If a staff member has any concerns or a child discloses information giving a cause for concerns, this must be reported to the Designated Safeguarding Lead and the schools safeguarding policy must be followed.

**Right to Withdraw**

As Relationships and Health Education are statutory at primary school, you cannot withdraw from these subjects. It is important for all children to be taught matters such as developing healthy friendships and keeping safe both on and offline. As sex education is not statutory at primary level (other than what is taught as part of the science national curriculum), parents/carers have the right to request to withdraw their child from parts or all of the sex education curriculum. Whilst this is not statutory, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and pupils’ maturity. We would encourage parents/carers to come and talk to us before making this decision. We are aware that parents and carers play the primary role in children’s Relationships and Sex Education and we wish to build a positive and supporting relationships with this.

**The National Curriculum - Science**

Key Stage 1:

* 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.

Key Stage 2:

* Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
* 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.

**Monitoring and Evaluating**

The Senior Leadership Team and the subject leader will be responsible for monitoring and evaluating RSE in line with other subjects. This will include evidence of planning and learning, learning walks, pupil voice and feedback from staff and parents/carers.