



Weetwood Primary School

Relationships Education, Sex education (RSE) and Health Education policy

**Reviewed December 2020
Next review December 2023**

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

This policy was written in consultation with the Head Teacher, staff, parents/carers and Governing body.

It takes full account of the school's legal obligations and the latest guidance written by the department of education, "Relationships Education, Relationships and Sex Education (RSE) and Health Education" statutory guidance 2019. Taught through our PSHCE scheme of work and through topics in Science, the children at Weetwood are exposed to Relationship and sex education lessons at times when appropriate to the children's age and development.

The organisation of RSE at Weetwood

Mrs Parker is the designated member of staff with responsibility for coordinating RSE.

RSE is delivered primarily through the science and PSHCE curriculum. This is enhanced through other areas such as RE, where children will reflect on family relationships, different family groups and friendship. They will also learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

The RSE programme is taught by classroom teachers and teaching assistants. If appropriate, outside visitors such as the school nurse may be involved in the delivery of aspects of RSE, particularly in Key Stage 2.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of DVD, discussion, looking at case studies, drama, role play and circle time activities. It is usually delivered in mixed gender groups. There may however be occasions where single gender groups are more appropriate and relevant.

The use of ground rules ensure that teaching is conducted in a safe environment where pupils will not be expected to discuss their own personal issues in class. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group. In order to promote common understanding amongst the children we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts we teach and encourage the use of the scientific names. Children need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. The words we will use include: penis, vagina, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSE.

Equal opportunities

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs or background.
- All children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

- Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSE.

Parental consultation

The school informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view resources being used. Teaching staff are always happy to listen to and discuss any concerns a parent may have.

Different ethnic and cultural groups may have different attitudes to RSE. The school will take account of their views and promote respect for, and understanding of the views of different ethnic and cultural groups.

Parents have the right to withdraw their children from elements of Sex Education, not included in the National Curriculum Science Orders. Parents have no right to withdraw their child from Relationships Educations and Health Education. However, we are committed to working in partnership with parents to demonstrate the importance of this aspect of their child's education.

Child Protection / Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with school procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

The Relationships Education programme includes the following units

By the end of Key Stage 1:

- Pupils learn to understand and respect the differences and similarities between people
- Pupils learn about the biological differences between male and female animals and their role in the life cycle
- Pupils learn the biological differences between male and female children
- Pupils learn about growing from young to old and that they are growing and changing
- Pupils learn that everybody needs to be cared for and ways in which they care for others
- Pupils learn about different types of family and how their home-life is special

By the end of Key Stage 2:

- Pupils learn about the changes that occur during puberty
- Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- Pupils learn about human reproduction in the context of the human lifecycle
- Pupils learn how a baby is made and grows (conception and pregnancy)
- Pupils learn about roles and responsibilities of carers and parents
- Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it
- Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted
- Pupils learn about how the risk of HIV can be reduced

- Pupils learn that contraception can be used to stop a baby from being conceived

Year 6 additional FGM Unit:

Pupils learn about the importance for females to be protected against FGM.

- know that FGM is a form of abuse
- understand that everyone has the right to be protected against harm to their bodies
- know where and how someone can get help and support

This Unit links to the safeguarding policy.

The PSHCE programme includes the following units relating to RSE

Foundation Stage:

Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others. They also learn about personal safety.

By the end of Key Stage 1:

Pupils will be able to:

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the end of Key Stage 2:

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively

- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Science National Curriculum

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
- describe the importance for humans of hygiene

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 lifecycle of a human

Answering Children's Questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during

the school day. All staff in the school will answer children's questions around RSE issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child / children.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.
- In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "that's a very interesting question, I wonder why you are asking that" or ask the rest of the class whether they know the answer "does anyone else know the answer to that question?"
- All staff have considered questions that may be asked in RSE sessions and discussed suitable answers.
- If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer the child to their parents.
- In all PSHCE/RSE sessions an anonymous question box will be available so that all children feel able to ask questions and receive appropriate answers. All questions that are placed in the box will be answered in an age-appropriate, factual manner.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher and member of staff with responsibility for RSE. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and change will be implemented if required.

Links with other policies

This policy is linked with the following policies:

PSHCE

Equality and Diversity

Safeguarding

Child Protection

Confidentiality

Behaviour

Anti-Bullying

Science

Computing

PE