



Relationship and Sex Education (RSE) Policy

February 2019

This policy has been developed through a consultation process with staff, parents, pupils and the Health Education Link Service. The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Relationships and Sex Education and the pupils receive their educational entitlement.

The teaching of Relationships and Sex Education at Walnut Tree Walk Primary is an important aspect of pupils' education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. RSE includes planned opportunities to support the development of their self confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

AIMS OF THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME

- To acknowledge and compliment the role of parents as key educators and to liaise with, and work in partnership with them.
- To enable children to develop feelings of self-respect, self-esteem self-confidence, sympathy and empathy.
- To provide clear and accurate information about the development of the human body in an open and frank way, gradually increasing age appropriate detail.
- To generate an atmosphere in which pupils can ask questions and discuss matters without embarrassment, knowing that they will be answered at a level appropriate to their development and understanding, and sensitive to the needs of everyone.
- To counteract misleading myths gained from the playground, peers, adults or media.
- To promote loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To develop an understanding of other's beliefs, needs and feelings.
- To develop skills that will enable them to make informed choices both now and in the future.
- To provide information on agencies that can provide support on health related issues.

We teach children:

- The physical development of their bodies as they grow into adults
- The correct vocabulary for all parts of the body and encourage sensible attitudes to natural bodily functions.
- To understand and respect differences and similarities between boys and girls
- To respect their own bodies
- To understand why hygiene is important
- To identify positive things about themselves and their achievements
- The importance of loving and caring relationships and the idea of mutual responsibilities within these relationships.
- To recognise and challenge gender stereotypes

- The importance of family life and to recognise that families are different and to challenge stereotypes about families
- Moral questions
- To understand what makes a positive relationship
- To be able to use basic techniques to resist pressure
- respect for the views of other people
- To help young people understand they have rights and should have control over who touches their body and to increase communication skills about such matters.
- To be able to demonstrate simple decision making strategies
- To understand and be able to use assertiveness skills
- How a baby is made
- Know what is true and false about how someone can become infected with HIV

Organisation and Teaching

Children are taught by their own class teachers, school support staff, or by invited external agencies. All staff are committed to delivering the programme.

As with all purposeful teaching, a balanced range of methods is employed, but with the emphasis on active learning methods which involve the children's full participation. Approaches will vary with the materials to be used and the objectives of the lessons but will generally be pupil centred, interactive and involve discussion and group work.

Teaching can be in both single gender and mixed gender groups as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst promoting a positive attitude to equal opportunities, anti-sexism and gender issues. Provision is made available for single sex groups as appropriate, relevant or requested. There will be sensitivity to individual's special needs, ensuring that resources used will enable equal access to all.

Pupils are sometimes taught RSE as part of the **statutory** National Curriculum for Science as outlined below: Pupils should be taught to:

Key Stage 1

- learn names of main body parts and senses
- 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

- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Children are also taught through explicit RSE lessons and assemblies that cover the key areas of the curriculum.

By the end of their time at Walnut Tree Walk

Topic	Pupils should know that
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in

	<p>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> <ul style="list-style-type: none"> • 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>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> <ul style="list-style-type: none"> • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful Relationships	<ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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>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> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Keeping Safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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.

	<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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The RSE scheme of work has been developed to meet the needs of pupils through a needs assessment process.

Working with parents

The school recognise that the primary role in children's Relationships and Sex Education lies with the parents and carers. The school is committed to working with parents and carers and to building a positive, supportive relationship. This policy, together with the RSE curriculum overview for each year group at the end of this document, will be made available for all parents to view on the school website. Paper copies are available for anyone who requires this. The Year 6 parents and carers will be informed before the sex education sessions take place as they have the right to withdraw from these (see below).

Parents' rights to withdraw

Parents cannot withdraw their child from any lessons which cover topics related to the Relationship Education curriculum. These lessons cover the fundamental building blocks and characteristics of positive relationships with adults and children. Pupils cannot be withdrawn from any teaching which is part of the National Curriculum for science (outlined above). Parents do have the right to withdraw their child from any lessons which cover Sex Education, although they will have to discuss this with the headteacher first. The school believes that withdrawing children from these lessons will have a detrimental effect on their emotional development.

Confidentiality and Safeguarding

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in RSE sessions is important for this reason. Teachers should make it clear to pupils the level of confidentiality that they can offer.

Due to the guidelines in the school's Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality:

Teachers need to be aware that effective RSE, which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a safeguarding issue. Pupils need to be reassured that their best interests will be maintained. This could lead to safeguarding action.

Teachers should consult with the school's designated Safeguarding Lead for advice on all Safeguarding matters.

All outside agencies working in school to support the RSE programme will adhere to all relevant school policies.

Responsibilities of pupils

Pupils come from a variety of backgrounds and are entitled to learn in a safe and supportive environment. If pupils use terms associated with sexuality as a way to harass other pupils, it will be dealt with as any other form of bullying through the school's behaviour policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

Evaluation

Elements of the RSE programme in the Science National Curriculum are assessed formally. Teachers also undertake a variety of informal evaluations of their lessons and the children's response to them. The PSHE Subject Leader evaluates the programme and its contents annually and reviews and amends as necessary.

Responsibility of staff and governors

The governing body is responsible for:

Authorising the RSE Policy and any subsequent reviews of the Policy and ensuring that the terms and ethos of this policy are followed.

The Personal Social Health Education (PSHE) Subject Leader is responsible for:

- Writing and updating the Relationships and Sex Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school.
- Guiding and supporting teachers in this subject, to include refresher training for RSE.
- Co-ordinating external agency support for RSE.
- Monitoring the effectiveness of the planned and delivered curriculum for RSE.
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

The Head Teacher is responsible for:

Ensuring that the terms and ethos of this policy are followed.

Other members of the staff team are responsible for:

Following the terms and ethos of this policy.

This policy is a working document and will be reviewed every two years.

Policy agreed by Governors: 12/2/19

Signed (Headteacher):

Signed (Chair of Governors):

Overview of Curriculum

Foundation Stage	Key Stage One		Key Stage Two			
	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Our day	Keeping clean	Differences: Boys and Girls	Difference: Male and Female	Growing and Changing	Talking about Puberty	Puberty and reproduction
Keeping ourselves clean	Growing and Changing	Differences: Male and Female	Personal space	What is Puberty?	Male and Female changes	Understanding Relationships
Families	Families and care	Naming body parts.	Family differences	Puberty changes and reproduction	Puberty and Hygiene	Conception and pregnancy
						Communicating in relationships
						Understanding HIV and Aids