

Relationships and Sex Education Policy

WHITEHOUSE PRIMARY SCHOOL



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Governing Body
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Background

The Education Act 2002 sets out the statutory duties which all schools, are required to meet:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The DfE released statutory guidance in June 2019 under sections 34 and 35 of the Children and Social Work Act 2017. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

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 but do need to teach the elements of sex education contained in the science curriculum. The DfE recommends that all primary schools have a sex education programme. The programme must be clearly stated in the school policy and parents should be consulted. 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 Whitehouse Primary School we teach RSE as set out in this policy.

Aims

RSE will complement other subjects such as Science, Computing, RE and PE. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

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

- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Develop confidence in talking, listening and thinking about feelings and relationships
- Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children
- Explore the consequences of their actions and behave responsibly within relationships
- Develop their self-esteem and sense of responsibility
- Teach pupils how they can protect themselves and ask for help and support

Whitehouse Primary School is a **Rights Respecting School**. School policies respect the UN Convention on the rights of the child. This policy links to:

- **Article 13** - Every child must be free to express their thoughts and opinions and to access all kinds of information
- **Article 28** - Every child has the right to an education.
- **Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Policy development

This policy has been developed in consultation with staff, governors, 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 – members of 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 through our pupil voice groups
5. Ratification – once amendments were made the policy was shared with governors and ratified

Definition

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

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We use Kapow as our curriculum delivery and planning tool which takes 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.

At Whitehouse Primary School we teach some aspects of sex education that otherwise would not be covered in the science curriculum:

- How a baby is conceived and born (Y6)
- Adult sexuality (Y6)

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

Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum following KAPOW planning. Some biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and Computing.

Some single-sex grouping may take place, where it is deemed necessary. Pupils with special educational needs are included in RSE. Where appropriate the contents and delivery of the curriculum will be modified to meet individual needs.

RSE 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 Appendix 1.

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).

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, pupils are made to feel:

- Safe and supported
- Able to engage with the key messages
- Confident that the environment is appropriate for them

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will** make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external

speakers We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and Responsibilities

The governing body

The governing body will approve the RSE policy and hold the headteacher and ASPIRE lead to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Teachers delivering RSE will use a variety of teaching methods including establishing ground rules, being able to answer unexpected questions, using appropriate materials and encouraging reflection.

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

Pupils

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

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. The points below clarify matters:

- guidance about who needs to know in particular instances - information about pupils should not be passed on indiscriminately
- that teachers should not offer pupils unconditional confidentiality

- that information about behaviour that is likely to cause harm to pupils or to others must be dealt with in line with the schools Safeguarding procedure and passed on to the appropriate agency
- that teachers should make it clear to pupils that some information needs to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- in the case of illegal activity, action should be taken in the best interests of the pupil - this does not necessarily involve informing the police in every instance
- teachers are not obliged to pass on information about pupils to their parents
- if the teacher believes the pupil is at moral or physical risk or in breach of the law, it is their duty to ensure that the pupil is aware of the risks and encourage them to seek support from their parents where appropriate
- external agencies working with pupils" are made aware of, and abide by, the confidentiality policy 1
- Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making inappropriate personal disclosures

1 If the visitor is providing individual advice and support directly to pupils, they may be following different guidelines on confidentiality and pupils need to be made aware of this. For instance, school nurses are bound by the medical code of confidentiality in their work with young people.

Safeguarding Procedures

See Safeguarding policy

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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

Training

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

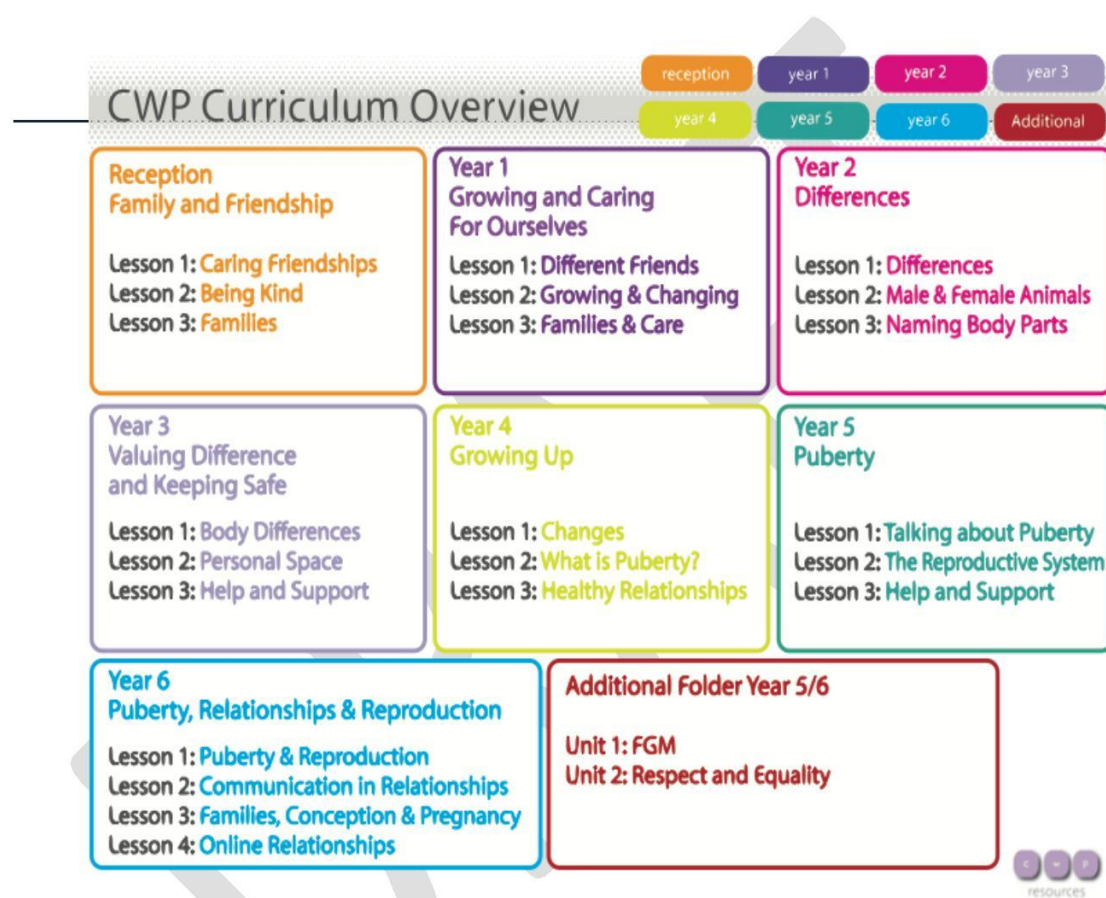
Monitoring arrangements

The delivery of RSE is monitored by the ASPIRE lead through learning walks, planning meetings and pupil outcome checks.

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

This policy will be reviewed by the ASPIRE lead annually. At every review, the policy will be approved by Governors.

Appendix 1: Curriculum map RSE Curriculum Map



Appendix 2: Statutory Guidance for Relationships Education and Health Education

Relationships education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	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 times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives 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 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 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	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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	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 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 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	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
Being safe	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 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

Health education – by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings how to judge whether what they are feeling and how they are behaving is appropriate and proportionate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC

PUPILS SHOULD KNOW

Internet Safety and harms	that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private why social media, some computer games and online gaming, for example, are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted where and how to report concerns and get support with issues online
Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs Alcohol and Tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

TOPIC	PUPILS SHOULD KNOW
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	2 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 2 about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 4: Parent form - withdrawal from sex education within RSE

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	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	