

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

RELATIONSHIPS AND SEX EDUCATION POLICY

Part 1: Introduction

Forward from the Secretary Of State: From Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE September 2020. This guidance replaces the Sex and Relationship guidance of 2000.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils’ ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.”

Part 2: Aims and objectives

We teach children about:

- The variety of types of family composition, households they live in and relationships within them
- The importance of family life
- Mental health and well-being and management of their feelings
- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long –term and loving relationship;
- Moral questions;
- Relationships issues;
- Respect for the views of other people;
- Sexual abuse and what they should do if they are worried about any sexual matters.

Part 3: Context

While RSE education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:-

- RSE should be taught in the context of healthy relationships;
- RSE is part of a wider social, personal, spiritual and moral education process;

- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect;
- Children need to learn the importance of self-control.

Sex Education:

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to Secondary School supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Part 4: Organisation

In order to support the school with the delivery of the RSE curriculum, we use Kapow to deliver it and the scheme of work can be found at www.kapowprimary.com/subjects/rse-pshe/. This is based on the following overview:

- Valuing different family structures
- Creating and maintaining positive friendships
- Developing safe and respectful relationships
- Understanding the changes that take place during puberty
- Promoting good health and carrying out first aid
- Learning to make independent choices and not be influenced by others
- Operating safely in a digital world

Our focus will be on teaching the building blocks and characteristics of positive relationships, with particular reference made to friendships, family relationships and relationships with other children and with adults. We will teach the importance of how to treat each other with kindness, consideration and respect and the importance of honesty, truthfulness, permission seeking and the differences between appropriate and inappropriate physical contact. Teaching about families will be sensitive to the needs of the children. We teach children about mental wellbeing. This is to enable them to recognise what is normal and what is an issue themselves and others and how to seek support as early as possible.

We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing.

In PSHE we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body, how they work and explain to them what will happen to their bodies during puberty. For example, we teach all children that boys' voices will change during puberty and we explain about menstruation. We encourage the children to ask for help if they need it.

In science lessons we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce and we also

teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. Conception, pregnancy and birth are covered in Year 6.

Part 5: Role of parents

The school is well aware that the primary role in children's RSE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:-

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about the RSE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents no longer have the right to withdraw their child from RSE lessons but do have the right to request their child is excused from sex education within RSE only. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard wherever possible.

Part 6: Role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, may give us valuable support with our RSE programme.

Part 7: Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher/Designated Safeguarding Lead (DSL). The Headteacher/DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection policy).

Part 8: Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Part 9: Monitoring and review

The governing body monitors our RSE policy on an annual basis. The governing body gives serious consideration to any comments from parents about our RSE programme and makes a record of all such comments. The governing body consults the staff and the Headteacher to make modifications as necessary to ensure that provision is strong for all children.

Signed: _____

Chair of Governors

Dated: _____