



Relationships and Sex Education (RSE) Policy

August 2022

Introduction/ Rationale

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

This policy outlines the purpose, nature and management of RSE as taught in The Willows Primary School. It is based on the guidance from DfE RSE Statutory Guidance document and Kapow Primary RSE and PSHE scheme of learning. The Policy should be read alongside the PSHE Policy.

Legal Context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science 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.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*



Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

At The Willows, we believe that RSE is not simply about the mechanics of human reproduction; it encompasses a multitude of issues and has spiritual, moral, legal, cultural, ethical and religious dimensions. As such, RSE cannot always be taught in isolation and should be part of the wider realm of the schools Personal, Social, Health and Economic Education (PSHE).

Our RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims of RSE

RSE at The Willows aims to equip children with the knowledge skills and attitudes to enable them to manage the responsibilities of adult life and to form and maintain positive and fulfilling relationships.

We will do this by:

- Promoting the spiritual, moral, cultural, mental and physical development of children at the school.
- Developing an awareness of the importance of relationships and enable children to practise skills that will help them build and maintain them.
- Providing factual information
- Encouraging respect for self, others, difference and diversity.
- Encouraging children to take responsibility for their own actions as well as responsibility for family, friends and the wider community.
- Preparing children for the opportunities, responsibilities and experiences of adult life.
- Ensuring that all young people know who can support them and how to access this support.
- Working in partnership with, and supporting the role of, parents and carers.

Roles and Responsibilities

An effective programme of RSE requires support from the whole school community and the following people have specific roles and responsibilities:

Governing Body

A subject link governor has been allocated to oversee RSE and PSHE. They will work alongside the subject co-ordinator and attend subject specific meetings where necessary.



Head teacher

The Head teacher oversees the development and delivery of RSE and PSHE as a whole. They support the subject leader, providing training and liaising with parents and carers when required.

Subject Co-ordinator

The subject co-ordinator is responsible for the development and delivery of effective RSE. They keep up to date with latest developments and support colleagues as required. It is important for the subject leader to liaise with parents and carers, ensuring that the information passed to them is up to date and relevant, this includes any information that is held on the schools website. The subject lead will monitor and evaluate the teaching and learning within the RSE curriculum.

All Staff

All staff have the responsibility to teach RSE in line with the agreed curriculum. The assessment and monitoring of the progress of the children they teach will help inform the subject leader.

Organisation of the RSE programme

A comprehensive programme of RSE provides accurate information about the body. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

We recognise the contribution the RSE in the primary school can make to government health targets. RSE in the primary school builds the foundation of knowledge, skills and attitudes which help young people make positive, informed and safe choices about their health and well-being now and in later life.

Here, at The Willows, we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Kapow Primary offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Kapow Primary covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The scheme of work has been designed as a spiral curriculum with the following principles in mind:

- **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2
- **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.



- **Prior Knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Our RSE and PSHE scheme of work is organised into units. Although these units do not have to be taught in the suggested order, within units, lessons should be taught in order as they build up on one another. The flexibility in the order in which units are taught allows teachers to adapt the planning to suit their class and cover particular units based on need at a given time. The units are as follows:

- **Family and relationships:** Learning how to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes
- **Health and Wellbeing:** Learning strategies for looking after their mental and physical health including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.
- **Safety and the changing body:** Learning how to administer first aid in a variety of situations, learning about safety around medicines, online and road safety and the changes which occur during puberty.
- **Citizenship:** Learning about human rights and the rights of the child, democracy, diversity and the community and protecting the environment.
- **Economic Wellbeing:** Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

There is an additional unit for year 6:

- **Identity:** Considering what makes us who we are whilst learning about body image.

The overview of the programme can be requested from the PSHE co-ordinator.

Time Allocations

At The Willows RSE is taught as part of the wider programme of PSHE education. These lessons are delivered weekly by class teachers. The guidance provides that lessons should be of sufficient length to allow children to explore topics and reflect on their learning. Therefore lessons in KS1 are 40-45 minutes in length and in KS2 they are 50-60 minutes long.

Visits and visitors cannot replace a lesson but are a good way to enhance children's learning.

Teaching Approaches

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.



Explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Class Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

The range of teaching and learning strategies employed in the delivery of RSE at The Willows include watching videos, discussion, role play, quizzes, drama, case studies, matching exercises, drawing and debates. Individual teachers will ensure that all pupils are able to access the activities. Appropriately differentiated activities will be provided for pupils who need these.

Single gender groups will be used as deemed appropriate and relevant

Resources

We have a range of resources for RSE. They incorporate a variety of learning styles and include videos, posters, leaflets, games etc. Our resources present positive images and reflect the values that the school wishes to promote. They:

- provide breadth and balance
- are factually accurate and up-to-date
- are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

An important part of RSE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc. especially those perpetrated through the media.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.



Skills and knowledge

Kapow is designed to provide structured opportunities in every lesson to practise and enhance the skills and knowledge acquired. At The Willows, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

To ensure progression and a spiral curriculum, we use Kapow Primary as our chosen teaching and learning programme for RSE and tailor it to the children's needs.

An overview of the skills and knowledge covered in each year group can be requested from the PSHE and RSE subject Co-ordinator.

Other Curriculum Areas

RSE is a cross curricular subject and will be partly delivered through a range of National Curriculum subjects, including Science, PE and through PSHE programmes. There will also be opportunities for more informal RSE through assemblies, circle time, storytelling and pretend play. It will be necessary to deliver and reinforce some aspects of RSE through specifically planned lessons.

Assessment and recording

Class teachers will assess pupils progress and understanding in RSE through discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in RSE. Evidence of RSE will be in a variety of forms e.g. photographs, observations, children's Journals.

Each lesson within Kapow's Primary Scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson.

Each unit of lessons comes with an Assessment Quiz and Knowledge Catcher. The quiz contains ten questions, nine of which are multiple choice and can be used either at the end of the unit or at both the start and end to help measure progress and identify any gaps in learning. The knowledge Catchers list some lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same unit to add what else they now know, further demonstrating their progression in learning.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.



Differentiation, SEN and Inclusion

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

In relation to some sensitive issues, such as relationships or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

At The Willows Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support. To provide for children who may require additional arrangements for emotional and social development or support, a Nurture Group and Calm Club is run by a Teaching assistant and an additional lunchtime club is supported by the SENCO. These are available for children who have been recognised by their teachers as requiring further support and allows them to work on and develop social skills, life skills and emotional resilience within a small group setting.

Equality

The DfE Guidance 2019 (p. 15) states, 'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...'

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".



At The Willows we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Teachers will treat individual students with sympathy and support and we will work together with parents on any decisions regarding the treatment of their child, in line with the school's safeguarding policy.

Safeguarding Children, Confidentiality and Child Protection

At The Willows we recognise that the open discussions associated with RSE may lead to children making disclosures about things they are worried about or abuse. There may also be times when a teacher overhears things or observes behaviour/ activities that may cause concerns of a child protection issue. In these situations, the teacher will consult the schools child protection designated person.

Where a staff member has to disclose information to another party, this will be done following discussions with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of the individual.

Parents

We are committed to working closely with parents and carers and so this policy will be made available for parents and carers to view on the school's website. Parents and carers are encouraged to ask questions about their child's learning and opportunities to for parents to view the materials and resources will be made available. This could be through meetings arranged with the class teacher/ PSHE Co-ordinator/ head teacher or through parental information sessions.

Parents and carers will be signposted to agencies/ materials that offer help and support if they require.

The school takes any issue that parents and carers raise with teachers/ governors about this policy or the arrangements for sex education within the school seriously.

Parent objection and Withdrawal of Children

Parents do not have the right to withdraw their children Relationships Education.

Parents/ carers have a right to withdraw their children from all or any part of Sex Education aspect of RSE if they wish to do so, but not from the biological aspects of human growth and



reproduction provided under the National Curriculum for science. Parents/ carers do not have to give reasons for withdrawing their child but must inform the head teacher. Requests for withdrawal should be put in writing, making it clear which aspects of the programme they do not wish their child to participate in. Parents/ carers may be invited for a meeting. The meeting will give an opportunity for the school and the parent/ carer to discuss concerns and to outline the impact on the children of missing sex education lessons.

At The Willows, puberty is taught as a statutory requirement of Health Education and covered by our Kapow Primary unit 'Safety and the Changing Body'. We conclude that sex education refers to Human Reproduction, and therefore inform parents/carers of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e.

Year 6: safety and the Changing Body, lesson 5: Conception

Year 6: Safety and the Changing Body, lesson 6: Pregnancy and Birth

Alternative work will be given to pupils who are withdrawn from non-statutory components of Sex Education.

Examples of the content of these lessons will be made available to parents if they wish.

Monitoring and Evaluating

The delivery of RSE will be monitored by the PSHE co-ordinator through Journal scrutinies and learning walks. Teaching staff will receive suitable training, when available, to ensure they are able to deliver RSE lessons effectively.

The Curriculum Committee of the governing body monitors this policy on an annual basis.

Professional Development

The head teacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise

Policy Review Date

The policy will be reviewed every year. This review will be led by the PSHE co-ordinator and will be informed by: any relevant local/ national issues, changes in the law/ good practise, the results of the parent, pupil and staff questionnaires, any new resources which become available and pupil's needs.

Communication of this Policy

The RSE policy will be available to read on and download from the school website. Copies can be requested from the PSHE co-ordinator.



Links to Other Policies

This policy should be read alongside the PSHE policy.

Also links to:

- Intent, Implementation and Impact Statement for PSHE and RSE.
- Safeguarding
- Anti Bullying

Date of last review: July 2023.

Date of next review: July 2024.