

Whitwell Primary School



Relationships & Sex Education Policy

The Governing Board of Whitwell Primary School adopted
this policy on 14.11.2024.

Signed _____
Chair

Record of Policy Reviews & Amendments

| Date | Author | Any changes made? |
|------------|------------------------------------|---|
| 11.09.2018 | RSE Coordinator – Karen Sleight | SRE changed to RSE. Extend the policy to the whole school, not just Y3-6. |
| 18.11.2021 | RSE Coordinator – Karen Sleight | Updated in line with the latest PSHE national guidance. |
| 16.11.2023 | RSE Coordinator – Karen Sleight | None made. To be reviewed when we have adopted a new PSHE/RSE scheme. |
| 14.11.2024 | RSE Coordinator – Karen Sleight | Updated to include details from SCARF PSHE scheme. |

Introduction

Relationships and sex education (RSE) is defined by the latest DfE guidance as: *Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. (DfE Sex and Relationship Guidance, 2000).*

RSE is part of the personal, social and health education curriculum in our school. While we use RSE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation. Research has shown that young people who feel good about themselves, and are confident and knowledgeable about relationships and sex, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

At Whitwell Primary School, we believe that RSE should not be delivered in isolation, but firmly rooted within the framework for PSHE (Personal, Social and Health Education) and the National Curriculum. Our RSE programme is tailored to the age and physical and emotional maturity of our pupils.

The SCARF curriculum

Safety

Caring

Achievement

Resilience

Friendship

SCARF is a whole-school approach which supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. It meets all DfE requirements for statutory Relationships and Health education and is linked to the PSHE Association's programme of study.

Aims and objectives

We propose that pupils throughout Early Years, then Years 1 to 6, follow the Coram Life Education planning spiral scheme, SCARF and will be informed about:

- The physical development of their bodies as they grow into adults.
- Developing skills relevant to effective management of relationships and sexual situations. Examples include risk assessment, assertiveness, decision-making, conflict management.
- The way humans reproduce.
- Respect for their own bodies.
- The importance of family life and forming stable relationships.
- Moral questions.
- Relationship issues.
- Respect for the views of other people.
- To be able to understand and adapt to their changing bodies.
- Dispelling myths.

- Increasing their self-esteem.

Organisation

The school's approach to RSE consists of:

- Teaching within a planned spiral PSHE programme across the school.
- Supported RSE through the science programme of study.
- Providing appropriate information through leaflets and books in the library and display of posters.
- Support from the School Health Service and the school nurse.

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

In science lessons, pupils are taught about life processes and the main stages of the human life cycle, which includes puberty and how a baby is born. As part of the 2014 National Curriculum in Science we will teach Year 5 and 6 pupils about "different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals."

We place a particular emphasis on health education, as many children experience puberty in the Key Stage 2 age group. We liaise with the Local Health Service about suitable teaching materials to use with our pupils in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that pupils know about the human life cycle. We always teach this with due regard for the emotional development of the pupils.

Learning outcomes

Foundation Stage (ages 3-5)

Pupils will begin to learn about who is important to them and who will keep them safe; how to be kind and caring towards people, animals and their environment; how to have a healthy body, exploring healthy eating, exercise and a good sleep routine; how to face challenges and build resilience; growing and changing and getting bigger; life cycle of animals, plants and humans. From Reception, the correct names for body parts will be used.

PSHE/RSE is taught through SCARF and is in line with the PSED strand of the Early Years Foundation Stage curriculum 2021.

Key Stage 1 (ages 5-7)

Pupils will learn about recognising, naming and managing their emotions and increasing their emotional vocabulary; recognising how others show feelings; what makes them special and what their strengths are; what makes a good friend; how to be kind to others; what's special about them and their families; about loss and change; what is fair/unfair, right and wrong; recognise that their behaviour can affect other people; how families are different; the benefits of a healthy lifestyle and how to achieve this; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

Lower Key Stage 2 (ages 7-9)

Pupils learn about change in friendships, relationships and different families; how to be a good friend online and offline; managing conflict in friendships; recognising emotions in themselves and strategies to manage these; bullying; setting goals; understanding how to keep healthy and organise balanced diets; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; knowing where to go for help; that a male and a female are needed to make a baby; what a baby needs; about privacy, boundaries and secrets; exploring what affects their physical, emotional and mental health; making informed choices; who to talk to if they feel anxious or unhappy.

Upper Key Stage 2 (ages 9-11)

Pupils learn about the important relationships in their life; extending emotional vocabulary; recognising and managing conflicting emotions; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this; exploring what affects their physical, emotional and mental health and making informed choices about diet and lifestyle.

Some elements are taught as a statutory part of Health Education. These include learning about the changing adolescent body, key facts about puberty, including physical and emotional changes, menstruation, and life cycles.

Other elements are taught as a statutory part of Science. In Key Stage 1 this includes identifying, naming, drawing and labelling basic parts of the body, and knowing about senses and that animals, including humans, have offspring that grow into adults. In Key Stage 2 this includes describing the differences in the life cycle of a mammal, an amphibian, an insect and a bird, describing the life processes of reproduction in some plants and animals, describing the changes in humans from birth to old age, recognising the impact of diet, exercise, drugs and lifestyle on our bodies.

Confidentiality

Teachers deliver RSE lessons in a sensitive manner and in confidence in conjunction with the school nurse if available. However, if a pupil 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 pupil indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the pupil as a matter of urgency and involve the Headteacher in any conversation with the pupil. The Headteacher will then deal with the matter in line with the Child Protection and Safeguarding Policy.

Equal opportunities

Whitwell Primary School is committed to providing equality of opportunity for all our pupils. Our RSE policy and scheme of work ensures that gender, sexuality, ethnicity and background are catered for in our delivery and that our resources are checked regularly against equal opportunities criteria such as stereotyping and bias.

Special Educational Needs

Differentiated activities, either in content or by response are provided, to cater for the individual needs of all our pupils. This enables all pupils to fully participate in RSE. Extra support may be given by the class teacher or the teaching assistant as appropriate.

Resources

School resources are kept centrally in the resource cupboard and digitally on the school system. Other resources are brought by the school nurse or are available from the School Health Service, including videos, worksheets, posters, books and personal hygiene items.

Health and Safety

We inform the girls of the availability of feminine hygiene products in school and enable them to access toilets, where there is sanitary disposal provision, at discreet times.

The Role of the Subject Leader

- To keep up to date with new developments and publications to disseminate to staff.
- To liaise with the School Health Service and the school nurse.
- To check available resources and arrange for replacements if required.
- To take the lead in policy development.
- To monitor, evaluate and review RSE in school.
- To ensure that RSE fits into our rolling programme.

The Role of Parents

The school understands the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at our school through mutual understanding, trust and co-operation. This objective is promoted by:

- Informing parents about the school's RSE policy and practice.
- Answering any questions that parents may have about the RSE of their child.
- Taking seriously any issue that parents raise with staff about this policy or the arrangements for RSE in the school.

A parents' session is made available giving them the opportunity to discuss concerns and view the programme of study, content, materials and resources.

Parents have the right to withdraw their child from all or part of the sex education lessons that we teach that are not part of National Curriculum Science, Relationships Education or Health Education. If a parent wishes their child to be withdrawn from these 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 will always comply with the wishes of parents in this regard.

The Role of the Headteacher

- To make sure that the policy is used and updated.
- To oversee the delivery of RSE.
- To encourage good practice in RSE.
- To support the coordinator.

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

Reporting to Parents

This will be during parent consultations where appropriate, and by letter informing parents of the intended objectives to be taught.

Monitoring and Review

The RSE Coordinator will keep the content of the scheme under constant review through discussion with pupils, staff, parents and the School Health Service, and through materials being kept up to date and relevant to the pupils in our school.

Links with other policies

- Child Protection & Safeguarding