

# Relationships and Sex education (RSE) Policy.



## Schools for Every Child

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

*Article 29( goals of education)*

- *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.*



Responsible person: RSE Lead  
Date Adopted: Autumn 2019  
Reviewed: Summer 24

#### UNICEF Article 5

- Governments must respect the rights and responsibilities of parents to guide and advise their child so that, as they grow, they learn to apply their rights properly.

This policy has been written in accordance with the *guidance from* the Department for Education. It is reviewed every two years by PSHE leads and changes are approved by the School Leader. The policy is available to all staff and parents to ensure communication and a collaborative approach.

#### Equality and Inclusion

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

#### Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender(including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

#### **Subject Vision Statement:**

At Wyburns Primary School we understand the teaching of relationships and sex education to be about:

“The lifelong learning about physical, moral and emotional development. It is about the understanding of 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching”. (*Sex and Relationship Education Guidance DfEE, March 2000*)

Our school's policy on sex and relationship education (RSE) is based on the requirements of the Education Act 2002 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance under the current government (2015).

We also recognise that, "Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children."

*(Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019)*

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them.

Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

### **Inclusion & Equality Statement**

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The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

### **Equality:**

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations

in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

Young people have varying needs regarding RSE depending on their circumstances and background. At Wyburns Primary School we believe that all pupils should have access to RSE that is relevant to their particular needs.

To achieve this, the school's approach to RSE takes account of:

- The needs of boys as well as girls;
- Ethnic and cultural diversity;
- Varying home backgrounds, ensuring no stigmatisation of pupils based on their home circumstances;
- Sensitive, honest and balanced consideration of sexuality and a duty to deal with homophobic bullying;
- Special educational need or disability.

### Aims and Objectives:

We teach children about:

- scientific anatomical names
- puberty and the physical development of their bodies as they grow into adults;
- having respect for and being in control of their own bodies;
- the way humans reproduce;
- the importance of sexual activity as part of a committed, long-term, and loving relationship between adults;
- that there are different types of families, all of which have equal value;
- respect for the views of other people;
- moral questions;
- relationship issues including keeping safe online and seeking help;
- recognising the role of human rights in preventing violence against girls and women;
- sexual abuse, and what they should do if they are worried about any sexual matters.

### The RSE Programme: What Our Pupils Will Learn:

At Wyburns Primary School the RSE programme is delivered through different aspects of the curriculum by class teachers. While we carry out the main RSE in our PSHE curriculum, we also deliver some RSE through the statutory science curriculum (*See Appendix 1*) and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

Wyburns School is committed to working towards the principles of the health promoting school, as is reflected in our Healthy School status. The raising of every child's self-esteem is a fundamental aim of our school, and the curriculum helps to support young people through their physical, emotional and moral development.

In PSHE, we use the PSHE Association's Programme of Study for PSHE to inform our curriculum. We teach children about relationships, and we encourage children to discuss the changes that happen as they grow up. We teach about the parts of

the body, including the private parts, inappropriate touching, why males and females are different, and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. By the end of Key Stage 2, we ensure that both boys and girls know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. We always teach this with due regard for the emotional development of the children.

Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

The RSE programme is also linked to the 'Christopher Winter Project: Teaching RSE with Confidence' which contains age appropriate lesson plans and resources to support the teaching of a spiral curriculum for RSE. We believe that if the programme is successful it will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

### **Objectives for Each Year Group**

#### **Reception: Our Lives**

- Our Day
- Keeping Ourselves Clean
- Families

#### **Year 1: Growing and Caring for Ourselves**

- Keeping Clean
- Growing and Changing
- Families and Care

#### **Year 2: Differences**

- Differences: Boys and Girls
- Differences: Males and Females
- Naming the Body Parts

#### **Year 3: Valuing Difference and Keeping Safe**

- Differences: Male and Female
- Personal Space
- Family Differences

#### **Year 4: Growing Up**

- Growing and Changing
- What is Puberty?
- Puberty Changes and Reproduction

#### **Year 5: Puberty**

- Talking About Puberty
- Male and Female Changes
- Puberty and Hygiene

#### **Year 6: Puberty, Relationships and Reproduction**

- Puberty and Reproduction
- Understanding Relationships
- Conception and Pregnancy
- Communication in Relationships

**How We Organise RSE: Management and Delivery:**

At Wyburns Primary School RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Where a year group is mixed, sessions take place in specific year groups.

Teaching takes place in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

#### *Ground Rules and Distancing Techniques:*

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct scientific names for body parts will be used (*See Appendix 2*)
- Meanings of words will be explained in a sensible and factual way.

#### *Answering Difficult Questions:*

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. The school believes that individual teachers must use their skill and discretion in these situations.

#### **Confidentiality:**

Whilst every effort will be made to enable constructive dialogue to take place between young people requiring support and school staff, no staff member will agree to offer complete confidentiality. All staff are subject to child protection procedures.

#### **Staff Development:**

The PSHE Leader and Senior Leadership Team, with staff, will identify the development needs relating specifically to the school's arrangement for teaching RSE.

#### **SEND and Differentiation:**

Where possible, all children should participate in all lessons included in the statutory National Curriculum. It is the responsibility of the class teacher to differentiate appropriately where necessary in order to make content accessible to all pupils, particularly those with SEND. This should be in accordance with the schools SEND Policy.

#### **Monitoring:**

The PSHE Leader, along with the Senior Leadership Team, is responsible for monitoring the implementation of the Relationships and Sex Education Policy within the school. The Senior Leadership Team will provide opportunities for staff to share observations and concerns about the development of RSE and its delivery. The school's arrangements for teaching RSE will be evaluated regularly, taking views of staff and pupils into account, with changes and improvements to the programme made on an ongoing basis.

### The Role of Parents:

At Wyburns Primary School we believe that parents are the key people in teaching their children about sex, relationships and growing up. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- 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;
- make the RSE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

As many parents find it difficult to talk to their children about relationships and sex, we feel it is our role to support them in their role as educators in this area. We as a school want to work in partnership with parents through consulting them on the content of RSE. As part of this consultation process we will invite parents to view materials that will be used to deliver the teaching of some aspects of RSE to key stage 2 pupils. Parents will also be informed about the topics covered in each year group, with the opportunity to speak to their child's class teacher about this if they wish to.

We acknowledge that parents have the right to withdraw their children from all or part of the relationships and sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (*see Appendix 1*). Parents are encouraged to establish exactly what is covered in the RSE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our RSE lessons, they should discuss this first with the Headteacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

### Summary:

At Wyburns Primary School we believe that relationships and sex education is lifelong learning about physical, moral and emotional development. We believe that all pupils should have access to RSE that is relevant to their particular needs.

At Wyburns Primary School the RSE programme is delivered through different aspects of the curriculum. While we carry out the main RSE in our PSHE curriculum, we also deliver some RSE through the statutory science curriculum and other subject areas, such as ICT and PE. We believe all these contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. We believe that if the programme is

successful it will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Wyburns Primary School teaching takes place in a safe learning environment through the use of ground rules and distancing techniques; teaching resources for RSE are selected on the basis of their appropriateness to pupils.

We work in partnership with parents in consulting them on the content of RSE, although parents may exercise their right to withdraw their children from parts of the RSE programme.

#### **Guidelines for teachers dealing with questions:**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual child protection procedures followed.



## Appendix 1 RSE Elements of the National Science Curriculum

### Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- 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 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'*

*Department for Education, September 2013*

## Appendix 2 Scientific vocabulary to use

- Penis
- Vagina
- Vulva
- Clitoris
- Breasts
- Masturbation
- Ejaculation
- Pubic hair
- Testicles
- Puberty
- Sex
- Reproduction
- Womb/uterus
- Ovaries
- Scrotum
- Sperm
- Menstrual cycle