

# The Wyvern Federation



## Relationship Sex and Education Policy

**Policy Adopted: June 2022**

**Review Date: June 2024**

<b>Updated on:</b>	<b>Changes made / notes:</b>
June 2022	Updated Health definition Updated aims and objectives
November 2023	Article 6 added

*Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.*

## **Aims and objectives**

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. At Vauxhall Primary School we define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. At Vauxhall Primary School staff refer to RSE as 'Growing Up and Changing Education' (GUCE), for both pupils and parents/carers.

Vauxhall Primary School is a Gold Rights Respecting School, based upon the **UNICEF Convention of the Rights of the Child**. We believe that all children should grow up aware of these rights and respect these rights for themselves and for others.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

This policy is available on request and is available on the school website for parents.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

RSE is taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

## **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.

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

### **Non statutory sex education:**

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

### **Definition**

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

### **Moral and Values Framework**

The Relationships and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and

philosophical groups within the local community. The Relationships and Sex Education Policy will be complimentary with the Religious Education Policy of our school.

## **Equal opportunities**

The school is committed to the provision of RSE to all of its pupils and the differing needs of boys and girls. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where More able and Talented (MAaT) children are provided with additional challenges and children with Special Educational Needs and disability (SEND) are given extra support.

Vauxhall Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organisation of teaching strategies will be consistently reviewed through lesson observations to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

## **Delivery of RSE; Content, curriculum,**

At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch, consent and risk minimisation, so that pupils leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 'Relationships and Sex for the 21<sup>st</sup> Century; Supplementary Advice to the Relationships and Sex Guidance DfEE' (SEF/ Brook)

RSE is delivered:

- In mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- During circle time activities with an emphasis on being safe, raising self-esteem etc.
- PE in the context of health and hygiene
- By external agencies helping us to deliver RSE in our school e.g. The School Health Advisor or school nurse

The Legal Requirements of Sex Education Provision are covered in the National Curriculum Science. These areas are statutory and can be found in Appendix 2.

## **Organisation of RSE**

The RSE scheme of work has been developed to meet the needs of the pupils through a needs assessment process.

We carry out the main teaching of RSE in our personal, social and health education (PSHE)

curriculum. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

Materials used reflect the age and cultural backgrounds of the pupils. The range of material used is available to parents/carers and informative books are available to children in the library.

## **Assessment & Evaluation of Learning and Teaching**

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained
- Skills learnt and developed
- Attitudes and values explored
- Responses offered by pupils

Assessment is also done using various methods:

- Asking children about the timing of the RSE – (was it early enough?)
- Peer assessment
- Self-assessment
- Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

## **Child protection & Confidentiality**

Relationships and Sex Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. **Unicef Children's Rights** Article 34 states '*Governments must protect children from all forms of sexual abuse and exploitation.*'

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a disclosure, then the teacher will consult with the Child Protection Lead. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Due to the guidelines in the Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality if they believe a pupil is at risk. This will also be made clear to the children at the start of their RSE sessions

## **Questions**

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly,

and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols for discussion based on lessons with pupils ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
  - No one will be forced to take part in a discussion
  - Only correct/agreed names for body parts will be used
  - Meanings of words will be explained in a sensible and factual way
  - The use of a question box may help to lessen embarrassment of asking questions
  - Teachers may use their discretion in responding to questions and may say (for example):
- ✓ The appropriate person to answer that question is the parent
  - ✓ The question can be discussed one to one after class
  - ✓ The topic will be covered at a later stage in their RSE

### **Partnership with parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents/carers of children at our school, through mutual understanding, trust and cooperation. To promote this, 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.
- Inform parents as to when, in the academic year, the RSE topic will be delivered in PSHE lessons.

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.

### **Child Withdrawal Procedure**

Under the Education Act 1993, pupils can be withdrawn by their parents/carers from lessons which address sex education i.e. those that do not sit within the Relationships Education curriculum (See appendix 1), but cannot withdraw their children from aspects of RSE taught within the National Science Curriculum (See appendix 2). The national Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons.

Relationships and Sex Education is to be taught in all year groups. If a parent/ carer feels it necessary to withdraw their child, they should arrange to come to school and discuss their concerns with the Headteacher or PSHE coordinator. A child cannot be withdrawn from an RSE lesson without consultation with the Head of school or PSHE coordinator.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

**The governing body is responsible for:**

- Authorising the RSE Policy and any subsequent reviews of the Policy
- Ensuring that the terms and ethos of this policy are followed.

**The Personal Social Health Education Coordinator is responsible for:**

- Writing and updating the Relationship and Sex Education Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school.
- Access courses and/or INSET opportunities to assist staff involved in the delivery of RSE.
- Coordinating external agency support for RSE.
- Monitoring the effectiveness of the planned and delivered curriculum for RSE.
- Coordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills.
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

**The Headteacher is responsible for:**

- Ensuring that the terms and ethos of this policy are followed.

**All staff are responsible for:**

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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
- Monitoring progress

**Other Related Policies /Guidance**

Within the School this Policy is linked to/consistent with:

Safeguarding Policy

PSHE Policy

Drug Education Policy

Health and Safety Policy





## APPENDIX 1:

### Statutory Provision of Relationship Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● 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.</li> <li>● 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 for them.</li> <li>● 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.</li> <li>● that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● 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.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● the conventions of courtesy and manners.</li> </ul>

	<ul style="list-style-type: none"> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● 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.</li> <li>● 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.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● 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.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● 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.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>● how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>● where to get advice from e.g. family, school and/or other sources.</li> </ul>

## APPENDIX 2:

### Statutory Provision of RSE under Science Curriculum

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

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 7-11years)**

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 stage 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'.*

Taken from the National Science Curriculum last updated in 2015.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>