

# Wentworth Primary School



**Relationships and Sex Education Policy (RSE)**

**October 2021**

**Review Date: October 2024**

## **Intent of the Policy**

This policy was developed in response to Sex and Relationships Education Statutory Guidance DfE 2020 (RSE).

Relationship, Sex and Health Education (RSHE) is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes and reproduction, in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils, whilst allowing them to express their needs and ask for help and support throughout their development. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life, with children nearing the end of Key Stage 2 being able to make sense of the emotional and physical changes during puberty.

## **Implementation of our RSHE programme**

At Wentworth Primary School, we use Coram Life Education's Scarf Programme, a comprehensive scheme of work for PSHE, RSHE and Wellbeing education. This scheme covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Our SCARF programme provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Our PSHE & RSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;

5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

From the six suggested half termly units that SCARF provide, EYFS cover elements from all six areas, whilst years 1-6 cover a unit each term, ensuring all six of the unit areas are covered by the end of the phase. Where appropriate, we adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

#### **Areas to be covered:**

##### **Families and people who care for me**

Pupils will be taught:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs and to reflect sensitively that some children may

have a different structure of support around them e.g. looked after children or young carers. We aim to do this at Wentworth.

### **Caring friendships**

Pupils will be taught:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils will be taught:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils will be taught:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

### **Being safe**

Pupils will be taught:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **Sex Education**

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes 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. Health Education is also statutory in all schools.

We at Wentworth Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum. Relationships and Sex Education (RSE) and Health Education are taught as part of the broader PSHE spiral curriculum (using Coram Life Education's Scarf Programme) and across the wider curriculum where appropriate (i.e. biological aspects of RSHE are also taught within the Primary Science Curriculum).

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

## Objectives covered over Years 5 & 6:

- To know the correct words for the external sexual organs and discuss some of the myths associated with puberty.
- To know what menstruation is and why it happens.
- To identify some products that they may need during puberty and why.
- To understand and accept differences and know what is meant by the terms: gender identity, gender expression and sexual orientation.
- To reflect on what information they share offline and online.
- To recognise that people aren't always who they say they are online.
- To know how to protect personal information online.
- To understand that online communication can be misinterpreted.
- To accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
- To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
  
- To define what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes.
- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online.
- Describe safe behaviours when using communication technology.
- Explore the risks of sharing photos and films of themselves with other people directly or online.
- Know how to keep their information private online.
- Know the legal age (and reason behind these) for having a social media account.
- Understand why people don't tell the truth and often post only the good bits about themselves, online.
- Understand the risks of sharing images online and how these are hard to control, once shared.
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.
- Know where someone could get support if they were concerned about their own or another person's safety.
- Identify the changes that happen through puberty to allow sexual reproduction to occur.
- Know that the sperm can fertilise the egg to create a baby.
- Know the legal age of consent and what it means.

## **Creating safe and supportive learning environments**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'Ask It Basket' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis, in line with safeguarding procedures.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

## **Entitlement and equality of opportunity**

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible. We want every child and family to feel included, respected and valued.

### **SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

### **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

### **Partnership with parents/carers**

In addition to Relationships and Health Education, Sex Education is taught in Year 6. Parents are able to withdraw their child from this learning if they choose to.

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing, from the child's parent, guardian or carer. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.



RSHE is a partnership between Wentworth Primary School and parents/carers. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. 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 routinely about the school's RSHE policy and practice (via letters/emails/ website).
- The curriculum content and organisation is shared and explained (via curriculum maps, parent overviews and parent emails).
- Answer any questions that parents may have about the RSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.

### **Safeguarding**

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to the school safeguarding procedures in line with Keeping Children Safe in Education, 2020. They will inform the Designated Safeguarding Lead (or Deputy) and complete a safeguarding form in a timely manner.

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Monitoring of RSE**

Our PSHE & RSE subject lead, Katie Koszulinski, works in conjunction with teaching staff in each year group and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Implementation will be monitored by the Head teacher and PSHE & RSE subject lead and reported on to the Governing body. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further

support should contact the PSHE & RSE subject lead in the first instance to discuss their training needs.

We have chosen SCARF as our PSHE & RSE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the school's foundation assessment sheets, which include summative assessment statements, alongside the lesson plan learning outcomes, to demonstrate progression of both skills and knowledge.