

WESTERTON PRIMARY ACADEMY



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Trust



RELATIONSHIPS and SEX EDUCATION POLICY

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RELATIONSHIP and SEX EDUCATION (RSE) POLICY

Rationale

RSE is the lifelong learning about physical, moral, emotional and psychological development. It is about the understanding of the importance of stable, loving relationships based on mutual respect, love and care, and the understanding that such loving relationships may be constructed in a very wide range of ways. It is also about the teaching of sex, sexuality and sexual health.

Under advice from Leeds City Council we have taken a proactive approach to the issues that affect Leeds; child sexual exploitation (CSE) and teenage pregnancy in Leeds is higher than the national average and domestic abuse cases have been steadily rising across the district. Through the development of an age appropriate yet informative curriculum, we aim to better equip to our young people with the tools and knowledge to make decisions in later life.

Intent

To deliver RSE within the context of family life, understanding that family life involves a wide range of types of stable, loving relationships.

To provide a comfortable atmosphere where children are able to:

- ◆ ask questions without embarrassment or fear of ridicule,
- ◆ learn the value of respect, love and care,
- ◆ learn to manage emotions and relationships sensitively and confidently,
- ◆ learn how to avoid exploitation and abuse,
- ◆ learn to respect the differences between people, including differences in people's sexual orientation.
- ◆ understand physical, psychological and emotional development,
- ◆ begin to learn how to cope with loss and the end of relationships,
- ◆ begin to understand the impact of external factors eg media, internet and peer groups,
- ◆ value themselves and to value others for their selves, not for what they can do for them.

Learning Outcomes

By the end of Primary School it is anticipated that most children will be developing the skills, knowledge and values necessary to:

- ◆ Manage relationships, including those within the family unit,
- ◆ Avoid unsafe situations,
- ◆ Be able to discuss moral issues,
- ◆ Know where to go for help and advice,
- ◆ Recognise their own physical, emotional development,
- ◆ Respect differences between people, including gender and sexual differences,
- ◆ Appreciate others' points of view,
- ◆ Develop self-confidence, recognising their own worth.

Delivery of RSE

This may be achieved through:

- ◆ Discrete PSHE curriculum time,
- ◆ English: communication skills, stories that illustrate aspects of social and personal interaction,
- ◆ Science: statutory NC requirements,
- ◆ PE: Social skills through team games, making decisions,
- ◆ RE: beliefs and the right to own those beliefs and the acceptance of beliefs and difference of others,
- ◆ School Events including residential visits – providing opportunities for children to work together and develop/maintain/dissolve relationships.

There are also opportunities for teaching/discussion during:

- ◆ Whole school assemblies,
- ◆ Key Stage assemblies,
- ◆ Year group assemblies,
- ◆ Class assemblies,

- ◆ School Council meetings.

Teaching/Learning Styles

RSE may be delivered via a variety of strategies eg:

- ◆ Enquiry,
- ◆ Discussion,
- ◆ Decision-making,
- ◆ Problem-solving,
- ◆ Role-play,
- ◆ Videos,
- ◆ Independent and co-operative work.

Currently have begun using an adapted version of the Jigsaw scheme for PSHE and RSE, which is mapped alongside the statutory RSE and Health Curriculum requirements. At Westerton, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit).

Relationships Education

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that 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’.

At Westerton, we believe children should understand the facts about human reproduction, in line with the Science NC before they leave primary school. We define Sex Education as the high quality teaching of human reproduction. We intend to teach this in the context of a loving relationship where the choice to conceive a baby in a romantic relationship has been explored, as part of an age-appropriate spiral curriculum.

Working with Parents and Carers

At the beginning of each puzzle (unit), parents/carers will be invited to look through the learning objectives, key vocabulary and outline through the use of a weblink. For parents/carers who prefer, a printed copy of the unit objectives will also be provided. At Westerton, we feel it is extremely important for children to be able to continue classroom discussions at home around all of the PSHE/RSE content. Continued engagement with parents/carers is key to embedding the knowledge and skills learnt in school.

Right of Withdrawal

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Westerton, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Answering Questions

Teacher may be asked questions within these sessions; children are in fact encouraged to ask questions rather than ask each other as receive inaccurate information. Any questions that are deemed inappropriate for the age group based on the content from the Jigsaw Scheme will be acknowledged and respected as legitimate but will be handled sensitively. Teachers may use the phrase, “that is not something we will cover at primary school/in this year group but it will be covered as you grow up. If you are worried or still want to know, please speak to your parents/carers.”

Equal Opportunities

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 Westerton, 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 endeavour to approach any tension with sensitivity and understanding.

Children with Special Needs

We have a duty to ensure that children with SEN are properly included in RSE. Some children in this group may be more vulnerable to abuse and exploitation than their peers and some may be confused about what is acceptable social and public behaviour. These children will need help to develop skills to reduce risks of being abused and exploited so lesson plans may need to be adapted to their needs, however will receive the same knowledge and skills as the rest of the cohort.

Confidentiality

It is possible that personal disclosures may be made during RSE, thus placing trust in the teacher, and acknowledging that they, the children, may need help. At such a time, it is not appropriate for a teacher to offer complete confidentiality. The child must be told that the information may need to be shared with other members of staff. Such situations may be where there is a child protection issue, where a person is at risk of serious harm.

In the case of such a disclosure, information is to be passed to a designated teacher for child protection, or Mr Livie, the principal, who will make a record and follow child protection procedures if necessary.

Recording, Monitoring and Assessment

PSHE, and within this RSE, are difficult to assess since they are based on diverse knowledge, attitudes, values, background and interpersonal skills of both staff and children. Classroom observations, discussions with the children and given role-play situations are useful to aid assessment and evaluation as attitudes etc. are not always easy to ascertain from children’s written work. It is not intended that assessment be a judgement on the worth, personality or value of an individual child.

Working with Visitor/Outside Agencies

Any visitor/outside agency involved in RSE should be informed by the teacher of:

- The school’s values and approach to the programme,
- The emotional and intellectual needs of the children involved,
- The aims of the session,
- The children’s previous knowledge and experience.

Reference to Other Linked Policies

This policy is linked to the following policies:

- ◆ Special Educational Needs,

- ◆ Child Protection,
- ◆ Discipline,
- ◆ RE,
- ◆ Home/School.

Vocabulary Cover by the end of KS1

These terms will be covered but are not exhaustive.

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|----------------|---------------------|
| ◆ Love | ◆ Lesbian |
| ◆ Relationship | ◆ Civil partnership |
| ◆ Marriage | ◆ Penis |
| ◆ Family | ◆ Testicles |
| ◆ Gay | ◆ Vagina |

Vocabulary Cover by the end of KS2

These terms will be covered but are not exhaustive.

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|------------------|------------------|--------------|
| ◆ Homophobia | ◆ Period | ◆ Erection |
| ◆ Sex | ◆ Urethra | ◆ Pregnancy |
| ◆ Puberty | ◆ Sperm duct | ◆ Conception |
| ◆ Menstruation | ◆ Sperm | ◆ Uterus |
| ◆ Wet dream | ◆ Egg/ovum | ◆ Clitoris |
| ◆ Tampon | ◆ Ovary | ◆ Make love |
| ◆ Sanitary towel | ◆ Fallopian tube | ◆ Foreskin |

Complaints Procedure

Any complaints received by staff about any aspect of RSE should be recorded and passed to the PSHE co-ordinator, or Mr Livie, the Principal.

Updated by G Gill September 2023