



White Woods
Primary Academy Trust



RSE Policy

Relationships and Sex Education (RSE) Policy

What is Relationships and Sex Education (RSE)?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Why is RSE important in school?

At Wickersley Northfield we believe high quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils:

- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and, under the Education Act (1996), to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. At Wickersley Northfield our RSHE SOW addresses these issues.
- School governors are in law expected to give 'due regard' to the Sex and Relationship Education Guidance (DfEE 0116/2000) which is the guidance for schools. Further supplementary guidance has been produced 'Sex and Relationships Education for the 21st Century' (March 2014). The Governing

Body of Wickersley Northfield believes that RSE is a vital element of our children's healthy development.

- A parent has a legal right to withdraw their child(ren) from Sex Education but not Relationships Education (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). Parents do not have the right to withdraw their child(ren) from Relationships or Health Education. We wish to work in partnership with all parents and strongly recommend that any parent considering to withdraw their child(ren) from Sexual Education discusses their concerns with the head teacher.
- Both primary and secondary schools are legally obliged to have an up-to-date RSE policy that defines RSE and describes the content and organisation of RSE taught in and outside of the Science Curriculum.

What is high quality RSE Education?

The principles of high quality RSE at Wickersley Northfield are set out below as stated in the Sex and Relationships Education for the 21st Century guidance.

High quality RSHE:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- ensures a safe learning environment is established
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and

pleasurable fact of life

- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs
- ensures a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helps pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

The overall aims of the RSE programme at Wickersley Northfield

- To provide accurate information and dispel myths
- To help children reach their own informed views and choices for a healthier lifestyle
- To develop respect and care for others and themselves
- To increase children's self esteem
- To develop skills relevant to effective management of relationships and sexual situations (e.g. communication, empathy towards others, risk assessment, assertiveness, conflict management, decision-making, seeking help and helping others)

The teaching of RSHE at Wickersley Northfield has three important elements:

Attitudes and values

- The importance of values, individual conscience and of moral considerations
- The value of family life and stable and loving relationships
- Respect for the many different types of families

- The value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Learning to make choices based on an understanding and respect of difference
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships

How RSHE is taught at Wickersley Northfield:

RSHE is taught in a way that is appropriate to the age and circumstances of the children. It is taught sensitively and within a supportive learning environment. We recognise that the maturity levels of children within a year group will vary considerably so we make sure that the information given to the whole class is appropriate for everyone. Some children may ask questions that go beyond what is appropriate for other children. It is important that these questions are dealt with properly, e.g. by the teacher speaking directly to an individual or small group. See appendix 2 for possible questions that may arise during RSHE lessons.

Our scheme of work (available on the school website) clearly identifies what will be introduced and taught to each year group.. We set out clear ground rules before starting to teach RSHE. These ground rules are based on respect for the views and opinions of others.

We recognise that RSHE can be embarrassing for some people and will be sensitive to this. Everyone has a right to ask questions and to have their questions answered in an appropriate way. We recognise that RSHE is a difficult topic for teachers and other members of staff to teach. We ensure that they are supported by a comprehensive scheme of work, high quality resources and

appropriate training and support from other professionals where appropriate.

The Statutory guidance (DFE published July 2019) for relationships education can be found in appendix 1 of this policy.

Appendix 1 – Statutory guidance

Families and people who care for me

Pupils should know:

- 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.

Caring friendships

Pupils should know:

- 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 should know:

- 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 should know:

- 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 should know:

- 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

Appendix 2

Possible questions that may arise during RSHE lessons by age

	Relationships	My Body	Life Cycles	Keeping safe & Looking after myself	People who help me Feelings	Feelings
KS1	Who is in my	Why are	Where do	Which parts	Who can I	

	family? How are other families similar or different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people?	girls' and boys' bodies different? What do we call the different parts of the boys' and girls' bodies?	babies come from? How have I changed since I was a baby? How are other children similar and different to me?	of my body are private? When is it ok to let someone touch me? How can I say no if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?	ask if I need to know something? Who can I go to if I am worried about something?	
LKS2	How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied?	How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do boys and	Why does having a baby need a male and a female? What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What	What are good habits to look after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?	Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?	What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing?

	How can I make up with my friend when we have fallen out? Why are some parents married and some not?	girls grow differently? Why are we all different? Is it ok to be different? What are the similarities and differences between boys and girls? Should boys and girls behave differently?	happens when people get older?			How can I cope with strong feelings?
UKS2	What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words lesbian and gay mean? Why does calling someone gay count as bullying?	What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Is my body normal? What is a normal body? How will my body change as I get older?	What is sex? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same sex	How can I look after my body now I am going through puberty? How can girls manage periods? How can people get diseases from sex and can they be prevented?	Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?	What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say no to someone

	What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful? Why are families important for having babies and bringing them up?		parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?			without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on TV about perfect bodies and perfect relationships?
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A full copy of the Scheme of Learning and Coverage documents can be found on the school website.