



BELONGING, BELIEVING, BECOMING

Relationships and Sex Education Policy

West Didsbury CE Relationship and Sex Education (RSE) Policy Guidance

1) This policy has been developed through consultation with:

*To be completed after the consultation process which will include parents and governors.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school.

3) Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare pupils for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds.
- Understand the characteristics of a healthy relationship.

- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

5) Morals, Values, and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. West Didsbury CE Primary School continually promotes the spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our school/PSHE programme and will be taught within the context of Relationships (Summer 2).
- RSE will be delivered as a whole school approach to ensure that they are equipped with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

6) Delivery of Relationships and Sex Education

RSE is delivered within discrete PSHE lessons that take place once a week. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these

ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom.

We use resources that are quality assured by Manchester Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. Prior to these lessons a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff and the school nurse (Appendix 1).

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum. RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE. These include the school nurse and the police.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor policy (Appendix 5). This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, and 6 lessons may be co-delivered with the school nurse; consideration to this is given at the planning stage.

7) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents during policy development and through the newsletter and the school website about when particular aspects of RSE will be taught. We also encourage parents to contact class teachers or the RSE Lead if they would like to discuss any concerns they may have.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.

- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

8) Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. **The only sex education lesson in PSHE is taught in Year 6.** However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal by completing the Withdrawal Form (Appendix 3). Parents/ carers will then be invited in to see the RSE Lead and/or the class teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Following the discussion, if parents still wish to withdraw their child from the sex education lesson, then the Head of School will sign the withdrawal form.

Provision will be made for those children withdrawn from the sex education lesson via an alternative lesson, in a familiar classroom. **Please note that withdrawal from sex education in RSE does not withdraw your child from these elements in the statutory National Curriculum for Science** (Appendix 4).

9) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. Pupils are beginning to menstruate as early as in Year 4. Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in the Key Stage 2 female toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

10) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps and discussion.

RSE is monitored on an annual basis by the RSE Lead in the school to ensure that the content is relevant for the pupils and resources are updated.

11) Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

12) Accessibility / Equalities Act

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at West Didsbury CE Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and antibullying (see the anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding.

Our school ensures that high quality RSE is accessed by all pupils, including those with SEND and EAL.

13) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules.

RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues. The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

14) Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Staff training is provided at staff meetings and INSET days by the RSE Lead and external organisations, such as Healthy Schools. Should any staff identify any training needs this should be reported to the PSHE/RSE Lead.

15) This RSE Policy is supported by and links to the:

PSHE Policy
Safeguarding/Child Protection Policy
Behaviour Policy
Confidentiality Policy
Equality Policy
Anti-bullying Policy
Relationship and Sex Education Guidance – DfE (2019)
Health and Safety Policy
E-Safety Policy

16) Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

West Didsbury CE Primary School letter to parents

Dear Parent/Carer

Re: Relationships and Health Education lessons

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and health education (for Year 6 pupils, they will also receive a lesson on sex education).

This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up. There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect. If pupils are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The school is committed to working in partnership with parents and therefore, you may find it useful to be aware of what your child will cover in their lessons on health and relationships.

Please find a table below of the outline of lessons for our 'Relationships' unit:

Insert year group tables

If you would like information regarding the programme of work or to view the resources, please contact the class teacher or Kieran Roberts (RSE Lead).

Thank you for your continued support

Appendix 2

Primary Curriculum Relationships and Sex Education



PSHE curriculum overview - KS1



Year Group	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
Year 1	1) Who are the people in my life who love and care for me? 2) What are the differences and similarities between people? 3) What are the similarities between girls and boys?	1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others?	1) What are the rules for keeping me safe in familiar and unfamiliar environments? 2) What are rules about household substances? 3) What is an emergency and what do I do?	1) Where does food come from? 2) How do I look after my teeth? 3) How do I keep clean?	1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment?
Year 2	1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and unkind? (friendship)	1) What is the difference between small feelings and big feelings? 2) How can I keep safe online? 3) What makes others happy? What is the different between joking, teasing and bullying?	1) How do medicines help us when we are unwell? 2) How do I keep safe at home? 3) What is my responsibility for keeping myself and others safe?	1) Why do I eat? 2) Why should I be active? 3) How can I prevent diseases spreading?	1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment?

Year 3	<ul style="list-style-type: none"> 1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal important in relationships? 	<ul style="list-style-type: none"> 1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we communicate online? 3) What am I good at? 	<ul style="list-style-type: none"> 1) What happens when I breathe smoke in the air? 2) How do I recognise risks in my life? 3) What do I do in an emergency? 	<ul style="list-style-type: none"> 1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal and oral hygiene important? 	<ul style="list-style-type: none"> 1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money?
Year 4	<ul style="list-style-type: none"> 1) What is diversity? 2) Do boys and girls have different roles? (Challenging stereotypes) 3) What changes happen to my body? 	<ul style="list-style-type: none"> 1) What is resilience? 2) What does it mean to have responsibility over my choices and actions? 3) What is discrimination? 	<ul style="list-style-type: none"> 1) How do I manage risks in my life? 2) What is self-control? 3) What is the difference between legal and illegal drugs? Are all drugs harmful? 	<ul style="list-style-type: none"> 1) How do I make sure I get good quality sleep? 2) What is fuel for the body? Does all food provide the same amount? 3) How do I know if I'm physically ill? 	<ul style="list-style-type: none"> 1) What are the rights of the child? 2) How do we look after our money? 3) What is sustainability?
Year 5	<ul style="list-style-type: none"> 1) What is puberty? 2) What are the different relationships in my life? 	<ul style="list-style-type: none"> 1) What is mental health? 2) How do I negotiate and compromise? 3) How do I stay safe on a mobile or tablet? 4) How can I be happy being me? (body image) 	<ul style="list-style-type: none"> 1) How do I respond to dares? 2) What are 'habits'? 3) Who or what influences me? 	<ul style="list-style-type: none"> 1) How can we stop the spread of infection? 2) Why are vaccinations important? 3) Why is it important to know about nutritional content of food? 	<ul style="list-style-type: none"> 1) How and why do we make and change rules? 2) What is Fair Trade? 3) How can I combine sustainability with fair trade using my enterprise skills?
Year 6	<ul style="list-style-type: none"> 1) What changes happen in my life? 2) What happens in a loving relationship? 3) How is a baby made? 	<ul style="list-style-type: none"> 1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health? 	<ul style="list-style-type: none"> 1) How do drugs affect the mind and body? 2) How do I manage peer pressure? 3) What are basic emergency first aid skills? 	<ul style="list-style-type: none"> 1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal? 	<ul style="list-style-type: none"> 1) Why is it important to be critical of the media online and offline? 2) How do people manage money? 3) What do I want to be?

Appendix 3

Request Form for Withdrawal from Sex Education

Request Form **Withdrawal from Sex Education**



Pupil Details:

Pupil Name:	
Form:	

Parent Contact Details:

Parent Name:	
Phone Number:	
E-Mail Address:	

Details of lesson(s) you are requesting your child to be withdrawn from:

Please use the RSE Policy on the school website/information provided by the class teacher to identify the names of the Sex Education lessons you **do not** wish your child to attend:

I wish to withdraw my child from the lessons below:

Any additional comments regarding your decision to withdraw from these lessons:

I am requesting my child is withdrawn from this content, against the advice of the Department for Education's recommendations. I am aware that I no longer have the right to withdraw my child from Relationship & Health Education, as it became statutory in September 2020.

Parent Name (print):

Signed: **Date:**

Your request will be sent to the headteacher for authorisation and you will be notified of the outcome.

Appendix 4

Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Statutory Science Curriculum (2014). The sections detailed are those which specifically mention relationships and sex education.

There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1 Children should learn 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
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2 Children should learn to:

- Describe the changes as humans develop to old age (including puberty)
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4

External Contributor Checklist

Appendix 5	
External Contributor Checklist	
Time and Place	
Date	From hrs to hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
School	External contributor(s)
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the schools' safeguarding, RSE and PSHE policies? Yes/No
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? Yes/No
Age of pupils	Have you discussed any gender, racial, cultural or special educational needs or issues and how these may be addressed? Yes/No
Learning	
Session title	Subject area
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow up with external contributor
Agreements	
Expenses: Have you discussed and agreed any relevant expenses and fees? Yes/No/NA	Agreement: Have you and your external contributor signed an agreement for this visit? Yes/No
Service Level Agreement (SLA): In the case of an on-going partnership with the external contributor/agency have you both created a SLA? Yes/No	Quality standards: Has the school and partner/agency signed any joint agreement to ensure quality standards (see Sex Education Forum) Yes/No