



**Wodensfield**  
Primary School

# RELATIONSHIPS AND HEALTH EDUCATION POLICY

AIM TO BE THE BEST YOU CAN



Adopted by: Wodensfield Primary School

On: 15<sup>th</sup> November 2021

Signed (Chair of Governors):

Review: November 2023

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## Amendments

## **Rational and Ethos**

Sex and Relationship Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This has been identified by our LA Health Related Behaviour Survey 2018 in our top three priorities; Oral Health, Relationships and Sex Education and Obesity Prevention.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion,

At Wodensfield we believe that Sex and Relationship Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school.

Effective RSE at Wodensfield is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a more strategic level between the local authority, local faith communities, Health professionals and partners in children's services.

At Wodensfield we aim to achieve an effective Sex and relationship Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Wodensfield Primary School believes that Relationships and Sex Education (RSE) has three main elements:

### **Attitudes and values – developing a moral code**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children, while recognising the diversity of family groups.
- Learning the value of love, respect and care; honesty and loyalty in relationships.

- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

### **Personal and social skills – important life skills**

- Personal 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 of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- taking responsibility for one’s own actions and learning
- Communication skills
- Listening sensitively to others’ opinions
- Asking questions, expressing emotions and opinions, discussing issues openly and without embarrassment
- Reflecting on and evaluation information and opinions, and understanding the impact of external factors, such as the media, Internet and peer pressures.
- Being assertive and an independent decision maker

### **Negotiating with friends and others**

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

### **Knowledge and Understanding**

- Learning and understanding physical development through age appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.
- Knowing what is and what is not illegal in matters relating to sexual activity.

### **Roles and Responsibilities**

Those involved with the development of this policy include the PSHE coordinator, Safeguarding Lead, Local Authority Advisor, Teaching Staff, Parents and the Head teacher. Teaching staff and support staff are responsible for the delivery of lessons and key RSE

messages and will receive ongoing training as required to support with developing awareness and needs. The Head Teacher has oversight of the curriculum and policy and deals with issues concerning withdrawal.

The PSHE coordinator will deliver training and resources to key staff members, who teach timetabled weekly lessons and will monitor and report to the School Link Governor, Head Teacher and Governing Body at Wodensfield.

The Local Authority advisor will support with subject development, sharing best practice, updating any national guidance/training, Borough wide trends. Safeguarding lead will check policy for safeguarding compliance and deal with safeguarding matters should they arise. Parents and carers are responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

### **Legislation (statutory regulations and guidance)**

We are required to teach relationships education/RSE as part of current curriculum advisory guidance on PSHE until August 31<sup>st</sup>, 2020. From September 1<sup>st</sup>, 2020 we will be teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)

### **Curriculum Design**

Our RSE program is an integral part of our whole school PSHE provision. It also is supported by statutory requirements as set out in the National Curriculum for Science. Details of our curriculum can be viewed via our school curriculum planning on the school website. We use a variety of approved resources and external visitors to deliver our RSE Health & Relationships curriculum. *(for example, we currently use Discovery Education for most of our delivery but have the school nurse deliver puberty to year 4, 5 & 6)* The curriculum model we use is based upon best practice as established by national organisations such as PSHE Association, this will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group. Please refer to curriculum planning document for PSHE.

Each key stage will use:

- PHSE curriculum time. (See PSHE curriculum plan, Nurturing, Enhanced Curriculum offer, Wolverhampton RSE KS1 & KS2 programmes of study)
- Cross curricular activities in other subjects (see links to Science Curriculum, Assembly themes)

- Health professionals, special activities and school events ('Puberty Pack' lessons in Years 4,5 &6 – updated in 2015 forming part of the Wolverhampton RSE KS2 programme of study)
- A wide variety of active learning methods, e.g. drama, role play, discussions, art, ICT, circle time

As a result of our curriculum planning Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature, build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.

### Safe and Effective Practice

We will ensure a safe learning environment by following our school policies.

Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously (*state methods i.e.; ask it basket etc.*)

All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff e.g PSHE lead, safeguarding Lead, SLT, LA advisor.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom or the school's RSE policy), provision would be made to meet the individual child/young person's needs.

This may involve referring the child/young person back to their (parent/carer, School Nurse, or an external agency like a young person's health drop-in service (THINK, BASE 25, THT), Walk in Centre or their Dr, for an answer or seeking advice from the PSHE Coordinator, head teacher or safeguarding officer.

During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported.

Although most aspects of RSE teaching will be delivered to mixed gender groups, some aspects will be split into single gender groups e.g. Puberty lesson in Year 5

We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations. We will encourage and support communication between genders and improve understanding by girls and boys playing and working together, linking to the equality act and LA transgender policy.

### **Safeguarding**

All staff will be trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated safeguarding lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site approach all visitors will be given a copy of safeguarding visitor policy and signed into school with appropriate identification. As per Safeguarding policy, visitors are supervised/supported by a member of staff;

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the headteacher if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The headteacher will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need.

Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary

### **Engaging Stakeholders**

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in

preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Helping children learn the correct names of the body
- Talking with their children about feelings and relationships

Parents and governors are currently being consulted regarding the proposed curriculum and we have delivered the policy from 1<sup>st</sup> September 2021 onwards.

Parents do not have the right to withdraw their children from Relationships and Health Education in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. Parents will have the right to withdraw children from any sex education that is not part of the national Curriculum Science programme.

We welcome parents' comments at any time on this policy or the teaching emanating from it.

### **Monitoring and Evaluation**

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the PSHE co-ordinators role), who will monitor the impact of the policy on children's learning, and report to the Senior Leadership Team, who will assist the headteacher to report to the governing body. All monitoring will follow school policy.

### **Student voice in determining curriculum.**

Throughout RSE lessons, students will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all students.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Students in older key stages will be able to voice opinions on resources/ external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

**Policy review date**

This policy will be reviewed in the academic year 2021/22 to ensure compliance with new statutory guidance. Following this review, it will be reviewed biannually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.

**Signed by:**

PSHE Lead: Mrs H Millerin

Headteacher: Mrs S Walker

Governing body representative:

# PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

