

Walsden St Peter's CE (VC) Primary School Relationships and Sex Education Policy 2021

Rationale and Ethos

At Walsden St Peter's Relationships and Sex Education (RSE) is considered part of pupils' personal, social and moral development and will focus on personal hygiene, feelings and emotions, promotion of self-esteem, the value of family life and interpersonal relationships all delivered in an age appropriate manner.

Our desire is for young people to flourish and to gain every opportunity to live fulfilled lives and RSE should teach about healthy relationships and lifestyle choices. Our children are encouraged to reflect on their own ethos and values whilst being sensitive to the needs of the community, including the context of belief, faith, religion and culture.

RSE within a church school

As a Church of England school, Walsden St Peter's aims to develop in all students the knowledge and capacity to make informed choices about their personal lives. We will continue to place sex education within the framework of a Christian understanding of sex and human relationships, including the importance of trust, loyalty and fidelity. Children should be prepared for the opportunities, joys, challenges and responsibilities of being in relationships with other people. RSE must provide the understanding, vocabulary and strategies children need to keep themselves safe and to thrive within good relationships of all kinds. Children should be given accurate information to equip them for life in the modern world and make sure they are not harmed or negatively influenced by unrealistic or dangerous materials and expectations. In all settings, what young people most desire from RSE is to learn about securing, developing and sustaining healthy relationships and recognising when and how relationships go wrong.

This policy has been written with reference to the Church of Education 2019 guidance paper: Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. Link below:

[RSHE Principles and Charter_0.pdf \(churchofengland.org\)](#)

Legislation

This policy has been updated in accordance with the revised DfE statutory guidance on Relationships Education, RSE and Health Education 2019. The school uses the Medway Scheme of work as recommended by the PSHE association. This policy will be reviewed every two years or as needed to reflect any changes in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Documents that inform the schools RSE policy include:

Keeping Children safe in Education

Equality Act 2010

Education Act 1996

Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE 2019
Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence – The Church of England Education Office Response.

Policy Development and Review:

This policy has been developed in consultation with staff, pupils, Governors and parents.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gathers all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review

The context for Relationships and Sex Education within the PSHE curriculum.

Our school aims and values underpin the ways in which we ensure a whole school approach to provide an effective taught curriculum for all our pupils and a sensitive response to pastoral issues. We believe that pupils have an entitlement to learn about healthy relationships and sex as part of the wider PSHE provision. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views. We aim to meet the needs of all our pupils and respond to the range of cultures and sexual diversity.

Our aim is to:

- provide an effective RSE programme which meets the needs of all our pupils;
- provide opportunities for all pupils to understand themselves within the wider context of physical and emotional changes and to equip them with the skills and understandings to be confident with their own sexuality.

Roles and responsibilities

The RSE programme will be led by the Headteacher and the PSHE subject Leader.

RSE lessons will be taught by class teachers.

Teaching staff will receive RSE training on the Medway scheme of work and how to support pupils when exploring sensitive topics.

Curriculum Design

Our RSE programme is an integral part of our PSHE education provision, RE and Science curriculum.

Our RSE programme is planned and delivered through the sessions as set out in Medway Scheme of work.

Main Elements of RSE:

KS1

My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story may be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how

we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

Lower KS2 – Year 3 or 4

What makes a good friend?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

Falling out with friends

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

Upper KS2 – Year 5

PUBERTY LESSONS

Time to change

The first lesson focuses on some of the external changes that happen to the body (Menstruation and wet dreams). The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Human life cycles and reproduction.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Upper KS2 – Year 6

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE—as part of the wider PSHE education curriculum.

Whilst some elements of the programme may be taught throughout the year as part of the Science curriculum most of it will be taught as part of our Personal, Social, Health & Emotional (PSHE) curriculum. As part of this work, we cover the various 'life processes' for both animals & humans but will have a particular focus on relationships, healthy living & growing up.

We actively encourage staff training through our ongoing programme of continuous professional development for all areas of PSHE to ensure that teachers are confident and skilled in the effective delivery of SRE. Staff meetings are held to explore the sessions and to guide teachers to the relevant resources for the lessons.

We believe that the class teacher is the most appropriate person to deliver the SRE programme. However, staff will work closely with the PSHE subject Leader to support the delivery of the programme.

Teachers should follow the plans for their year group in the new Medway scheme and deliver them over the academic year. All teaching materials required are integral to the scheme and are saved in the staff drive under 'Relationships and Sex Education planning'.

As in all areas of the curriculum, teachers will use a variety of teaching and learning methods and approaches including discussion, project learning, DVD, circle time, group work, drama and role play. High quality resources will support our RSE provision and will be regularly reviewed by staff. It should be active and participatory, helping pupils to recognise the progress they are making in developing their skills, attitudes, knowledge and understanding including their contribution to learning.

In general, pupils will be taught in their normal mixed gender classes, although on occasion activities may be organised in single gender groupings to enable the pupils to focus on specific issues. This is most likely in Y5/6.

Creating a safe environment for teaching and learning

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasion, pupils may ask questions that are not appropriate (i.e. questions about a teacher's

personal life or of a sensitive nature) and will not be answered. The School will use “Ask it baskets” as a way of asking confidential questions.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use.

In addition, staff have discussed a range of possible questions and have agreed that some questions may need to be answered on an individual basis and some may require a measured response appropriate to the maturity and level of understanding of the child. In some instances certain questions will require parental involvement.

Safeguarding

The school has a policy on safeguarding. This will be followed in relation to sex education.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about.

A child’s confidentiality will normally be maintained by the teacher or member of staff concerned. However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil. If this person believes that a child is at risk or in danger s/he is to talk to the Designated Safeguarding Lead who will contact LA personnel for advice if necessary.

Staff will always challenge any inappropriate comments or any behaviours which could be seen as homophobic bullying, gender stereo typing or resulting from perceived differences.

Working with parents

Walsden St Peter’s is committed to working with parents. We work closely with parents and carers to raise the awareness of the breadth of RSE, how and when it is taught in school. The policy and programme of work is available to all parents and carers upon request.

Parents have the right to request that their child be withdrawn from non-statutory components of sex education delivered as part of RSE. Before granting any such request the head teacher will discuss with parents and, as appropriate, with the child the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept.

Parents’ do not have the right to withdraw their children from relationships education. Students are not able to be withdrawn from the ‘Health Education’ topics within the new curriculum.

Monitoring and evaluation.

The school is committed to delivering effective RSE for its pupils and recognises the value and importance of monitoring and evaluating the provision of RSE and the way in which all individuals are supported. The school has established an on-going process of monitoring the RSE programme through the work of the PSHCE Co-ordinator, which includes lesson observation, and teacher, pupil, parent or carer feedback. The PSHCE co-ordinator reports findings to the SLT on an annual basis in order to inform future planning.

Policy Monitoring and Review

The policy will be reviewed regularly on a two-year cycle.

This policy should be read in conjunction with the following:

Equal Opportunities Policy
Safeguarding Policy and Child Protection Procedures
Science and PSHCE curriculum documents
E-Safety policy

This policy was adopted by the Governing Body on 5th July 2010 and will be reviewed every three years.

Reviewed on 30th January 2012, 7th April 2014 & 3rd April 2017 29th March 2021