WHERWELL PRIMARY SCHOOL

Approved by	Approved on	Review date	Prepared by
FGB	March 2021	March 2022	Mary Collins, Headteacher
Curriculum Committee	26 January 2023	February 2024	Mandy Ovenden, Headteacher

At Wherwell School, we offer a curriculum designed to equip the children with the resilience, confidence, knowledge, skills and experiences to enable them to thrive at school and in the future.

RSE (Relationships and Sex education) Policy Wherwell Primary School

1. What is RSE?

Relationships and Sex Education (RSE) is part of lifelong learning about the emotional, social and physical aspects of growing up, including relationships. It aims to give pupils essential skills for building positive, enjoyable, respectful and healthy relationships and to stay safe on and offline. At Wherwell Primary School, the teaching of RSE reflects the school's vision and values, which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives, to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Foreword by the Secretary of State:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools".

Under the new guidance issued by the DfE, by Summer 2021, Relationships and Sex Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader Physical, Social, Health and Economic (PSHE) education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes

such as communication skills, managing peer pressure, risk management, resilience and decision making. RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health.

The aims of PSHE and RSE at Wherwell Primary School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils;
- Prepare pupils for the opportunities, responsibilities and experiences of later life;
- Encourage pupils to value themselves and others;
- Allow pupils to acknowledge and appreciate difference and diversity;
- Teach pupils how to make informed choices;
- Prepare pupils to be positive and active members of a democratic society;
- Teach pupils to understand what constitutes a safe and healthy lifestyle;
- Provide a framework in which sensitive discussions can take place;
- Promote safety in forming and maintaining relationships;
- Provide pupils with a toolkit for understanding and managing their emotions;
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others;
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy; □ Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance;
2. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations;
3. Parent consultation – took place via on-line survey with opportunity to make comments or raise issues either via the survey or by discussion with Headteacher.
4. Ratification – the policy was shared with and reviewed by governors from the Curriculum Committee and approved by the full Governing Body.

3. How we teach RSE at Wherwell Primary School

RSE is taught as part of our Personal, Social, Health Education (PSHE) curriculum. The programme of study sets out learning opportunities based on three core themes:

1. **Health and Wellbeing;**
2. **Relationships;**
3. **Living in the wider world.**

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Assemblies are delivered by teaching staff, including the headteacher. Visiting speakers from the community may be invited to lead assemblies, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, who all make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the school remain responsible for the delivery of the RSE curriculum.

4. Establishing a safe learning environment for teaching RSE

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.
A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest or give cause that there is a safeguarding concern. In these circumstances, the Designated Safeguarding Lead (DSL) Mrs Ovenden or Deputy Designated Safeguarding Lead (DDSL) Mrs Abbott, should be informed as per the Child Protection and Safeguarding Policies.

5. Controversial and sensitive issues

Staff are aware that views around RSE related issues are varied. We value the opinions of all members of our school community and are aware there may be different cultural traditions and beliefs linked to RSE which we endeavour to accommodate. Personal views are respected and all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to develop their own, informed opinions but also respect the differing opinions of others.

6. Equal Opportunities

The RSE policy reflects and is line with the schools' single equality scheme and inclusion policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers

support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Wherwell Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

7. Parental concerns and withdrawal of students

Wherwell Primary School will inform parents when aspects of the Sex Education programme are taught and also when RSE subjects of a sensitive nature are taught. This will provide an opportunity for parents to view a sample of the resources used in lessons.

Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Relationships Education is a statutory part of the school's curriculum and, consequently, parents **may not** withdraw pupils from these lessons.

However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

8. How Relationships (and Sex) Education is monitored and evaluated

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils'
needs, maturity, age, ability and personal circumstances. There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives;
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs;
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning;
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its RSE provision, not show its impact;
- The DfE also states in the statutory guidance for Relationships, Sex and Health Education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any RSE teaching.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include, task outcomes, questioning and observation. At the end of the year, each year group reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of their monitoring cycle.

9. Policy Review and Development Plan

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. Review will take into account the feedback from teaching staff, pupils and parents. Governors consider

evaluations and recommendations before amending the policy. This policy is monitored by Governors via the Curriculum Committee. Governors remain ultimately responsible for the policy.
Once the consultation period has ended and the policy ratified, it will be available for parents on the school website.

By the end of primary school, pupils should know the following:

Families and people who care about me

- 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

Caring Friendships

- 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

- 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

- 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

- 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 e.g. family, school and/or other sources

Health and wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle