



Wick CE Primary School

POLICY FOR RELATIONSHIPS AND SEX EDUCATION

Rationale

Wick CE Primary School believes that a carefully formulated programme for relationship and sex education is crucial if we are to prepare children to learn to respect themselves and others and to move with confidence from childhood through adolescence into adulthood.

Our teaching programme is developmental, and is a foundation for further work in secondary school. Relationship and Sex Education will always be placed within the context of our Church of England Foundation, and based on our values.

Relationship and Sex Education in this school will follow the curriculum in the statutory guidance produced by the Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). This document has been incorporated into whole school PSHE curriculum which:

- Promotes the spiritual, moral, cultural, emotional and physical development of children at the school and in society;
- Prepares children for the opportunities, responsibilities and experiences of adult life; and
- Teaches about sex, sexuality, gender identity and sexual health as appropriate to the age/development of children. It is not about the promotion of sexual orientation or sexual activity.

The school will work towards this aim in full partnership with parents.

Aims

- To develop the attributes needed for children to maintain effective relationships and thus be able to thrive as individuals, family members, members of society and the global community.
- To provide children with access to correct information about their bodies and those of the opposite sex.
- To enable children to acquire skills and attitudes which prepare them to learn about loving and stable relationships.
- To prepare children for puberty.
- To build positive attitudes towards each other, respecting, understanding and valuing differences.

- To provide children with knowledge about the process of human reproduction and sexual health.
- To develop children's communication skills, and to develop and maintain children's self-esteem.
- To provide the opportunity for children to understand and cope with personal safety, helping them to develop critical thinking as part of decision-making and exercise some basic techniques for resisting peer group pressure.
- To work closely with parents in the delivery of these aims.

Guidelines

A) Relationships Education

Government guidance states the following: *'The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'*

'This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school'

The governors of the school have decided that the school will offer a programme of relationships education as well as units of work on sex education that are appropriate to the children's age and experience and which will be presented within a moral, family-orientated framework.

Defining what we mean by relationships education

In this school Relationships Education refers to:

1. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
2. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world
3. Teaching the characteristics of positive relationships
4. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
5. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours
6. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:

Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes) Gender identity Home background (e.g. different family make-up) Ethnicity Gender Special educational needs and disability

7. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services

B) Sex Education

'The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.' (2019)

We believe that children should have an age-appropriate understanding and knowledge of the changes that occur in puberty and how babies are conceived. These are the elements our sex education programme focuses on. Children will inevitably raise wider questions in relation to these issues. Children's questions may be unpredictable in their content and, in the school context, teachers will always attempt to give straightforward, factual answers, whilst making judgements such as:

- whether to answer immediately or at a later time;
- whether to answer in the whole class situation or on an individual basis;
- in what depth to frame the answer;
- whether to refer the question to parents.

In delivering the programme for relationship and sex education the school will follow the statutory guidance produced by the Department for Education in the Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019) and will seek advice from other experts to support this where appropriate.

Staff will be sensitive to the range of different family situations and groupings.

Wherever possible teachers will use correct biological terms explaining, if necessary, their relationship to euphemisms more familiar to the individual concerned. It is vital that language used is clear, agreed by all staff and is non-offensive. All such judgements must take into account the age and maturity of the child/ren.

There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by pupils so as to ensure content remains accessible

Defining what we mean by sex education

In this school Sex Education refers to:

- 1) Teaching about human reproduction, including how a baby is conceived and born; ensuring access to up to date and correct factual information, including correct language and terminology In accordance with the Government's statutory guidance for Health Education content and the requirements set out in the National Curriculum Science our school does not define the following as sex education:
- 2) Teaching about the physical and biological aspects of puberty
- 3) Reproduction in, and the lifecycle of, some plants and animals

Right to withdraw children

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except for those parts included in the statutory National Curriculum 2000 (essentially scientific content about parts of bodies). If parents wish to withdraw children, please discuss this with your child's teacher in the first instance. A formal request must be made in writing to the Headteacher.

Wick CE Primary School believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- 1) As set out in Government's statutory guidance, there is no right for parents to withdraw their children from any content defined as Relationships Education or Health Education, or any content specified in the National Curriculum Science
- 2) As a school that chooses to teach sex education content that goes beyond that described in the Government's statutory guidance and that which is specified in the National Curriculum Science, we allow parents a right to withdraw their children from the content described in section 1 bullet point viii

If a parent wishes to withdraw their child from this content they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

As a school we will encourage (and support where possible) parents to deliver the specified content to their child at home instead. If a pupil is excused from the content

specified as not part of the National Curriculum, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

Content

Key Stage 1

- To maintain personal hygiene.
- To name the main external parts of the body using the correct vocabulary.
- Rules for, and ways of keeping safe including safe/unsafe touch. People who can help to keep them safe. Keeping safe online
- To recognise and deal with their feelings in a positive way.
- To recognise choices they can make that improve their health and wellbeing, including mental health.
- To recognise the difference between right and wrong.
- To recognise how their behaviour affects other people.
- To recognise that people and other living things have needs and that they have responsibilities to meet them.
- To identify the differences and similarities between people.
- That families and friends should care for each other.
- To develop self-worth and self-esteem.
- To understand human lifecycles and how their body has changed and will change.

Key Stage 2

- Developing friends and relationships and improving interpersonal skills.
- Feelings and coping with change, moods and emotions. Developing good mental health.
- Developing self-worth and self-esteem, expressing opinions and viewpoints, making decisions and being assertive including basic techniques for resisting pressure to do wrong.
- Keeping safe. Appreciating the risks in different situations and then deciding how to behave responsibly, including judging what kind of physical contact is acceptable or appropriate. Keeping safe online
- Understanding how the body changes with puberty.
- To know how babies are conceived and how they are born.
- Recognising influences on me such as the media and peer groups. Challenging stereotypes.
- To know where to get help and support.
- Considering responsibilities and responses to home, school, and the community. Parental responsibility.
- Respecting differences and similarities including cultural, ethnic and religious diversity.
- Respecting varying family structures.

Delivery

Relationship and Sex Education will be delivered through the school's PSHE curriculum underpinned by Jigsaw. There will be a focused lesson each week and each half term has a unit theme: Responsible Me, Safe Me, Healthy Me, Future Me,

Happy Me and Changing Me. Some objectives form part of the school's Science curriculum and may also be integrated into the relevant science units. All topics will be introduced at the appropriate stage in a child's learning and personal development.

Relationship and Sex Education will be delivered by the class teacher and/or other invited visitors where appropriate. We will ensure that any visitors know about our policy and curriculum and support our approach.

Wherever possible the curriculum will be delivered in a coeducational environment to encourage understanding of issues related to each gender by the other. The school, however, may choose to teach each gender separately where there is an educational benefit in so doing.

The school will try to minimise any embarrassment or anxiety by ensuring that questions can be raised comfortably by pupils and dealt with by staff of the same gender wherever possible.

Pupils and parents will be made aware that teachers cannot offer unconditional confidentiality. Pupils will be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate.

Parental Involvement and Information

Parents will be informed of specific units covering Relationships and Sex Education through the termly curriculum information sheets sent to all parents, and available on the school website.

In Years 5 and 6 video material is used to support the explicit sex education programme of study. Parents will have the opportunity to view the materials at school and to discuss the programme with the teaching staff in advance.

Children with Special Educational Needs/English as an Additional Language

The materials used will be adapted where appropriate to meet individual needs. Where it is felt that a child cannot access the materials, then those children may not participate in certain elements of the programme. This would be discussed with parents at an early stage.

Where language issues might present difficulties, the school will aim to involve the appropriate support services to ensure access. This may include translation for parents.

Assessment and evaluation

We monitor pupils' knowledge, skills and understanding by various means including: self-assessment/peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.

Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review, pupil conferencing, learning walks, team teaching, etc.

Confidentiality and safeguarding

- 1) We ensure that ground rules are established before lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class as a general rule.
- 2) We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience.
- 3) Pupils are made aware of how to access confidential information and support after the lesson, should they need it.
- 4) If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.
- 5) Under no circumstances do staff offer unconditional confidentiality to any pupil

Related Policies

This policy should be read in conjunction with the school's policies on:

- PSHEe & Citizenship
- Equal Opportunities / Inclusion
- Child Protection / Safeguarding
- Confidentiality
- Behaviour
- Anti-Bullying

Monitoring and Review

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

Written by: Chris Nesbitt

Date: 05/01/2025

Approved by: Foundation Governors Committee

Date: January 2025

Reviewed by: Foundation Governors Committee Date: N/A

Next review: January 2028

Signed..... Date

Chair of FGB

Links:

Relationships Education 2019 (Statutory Guidance)

This document includes detailed examples of the knowledge and understanding expected of children by the end of Primary School

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and>

MindEd educational resources on children and young people's mental health.

<https://www.minded.org.uk/>

Online Safety

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education for a connected world PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF)

<https://www.thinkuknow.co.uk/>