



Woodlands Primary School and Nursery

Relationship and Sex Educations (RSE)

Date: September 2023

This Policy applies to Woodlands Primary School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the GLT Chief Executive Officer and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT Chief Executive Officer should be consulted.

Approval and review:

This policy is the responsibility of: Rachel Dean, Headteacher
This policy was approved by the Governing Body on: October 2023

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1. Statutory requirements

Woodlands Primary School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.

Woodlands Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching relationships education the school is required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019. We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

2. Policy aims

By providing comprehensive relationships education Woodlands Primary School is not encouraging pupils to become sexually active at a young age.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.

We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and responsibilities

School staff

The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.

This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.

There are certain members of the school leadership team, such as the Headteacher, who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Senior leaders will:

- o Develop this school policy and review it every three years This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- o Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- o Parent/stakeholder consultation – parents and any interested parties were invited feedback about the policy
- o Once amendments were made, the policy was shared with governors and approved
- o Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- o Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
- o Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of [relationships education / relationships and sex education] to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- o Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- o Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- o Support parental involvement in the development of the relationships education curriculum.
- o Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- o Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- o Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships education.

All staff will:

- o Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to Senior Leaders.
- o Attend and engage in professional development training around relationships education provision.
- o Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern)
- o Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- o Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- o Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of

staff needs support in this area they should speak to Senior Leaders.

Pupils

Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.

Conversations of this nature between staff and pupils will be held in confidence; however staff must take concerns to the DSL using the online referral system (My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Pupils will be asked for feedback on the school's relationships education provision annually, by the PSHE leader. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

Parents/carers

The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.

We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4. Implementation, delivery and curriculum

It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

At Woodlands we use the PSHE scheme Jigsaw to support our teaching of SRE which includes diagrams and short video extracts.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- *Families and people who care for me (including same sex parents)*
- *Caring friendships*
- *Respectful relationships*
- *Online relationships*

- *Being safe*

Primary sex education will focus on:

- *Preparing boys and girls for the changes that adolescence brings (puberty)*
- *How a baby is conceived and born*

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

For further information about our RSE curriculum see Appendices 1 and 2.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Guest speakers

Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from Senior Leaders

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support include:

- *an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified*
- *making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time.*

We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

- use of worry boxes if a child is feeling anxious about any element of the SRE content

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information.

- interactive teaching methods e.g. sorting games.
- practical activities.
- using DVDs or video.
- group and paired activities.

5. Withdrawal from relationships education

The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum.

Requests for withdrawal should be put in writing using appendix 3 of this policy and addressed to the headteacher. Alternative work will be provided. SRE is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take and that the Headteacher will grant a request to withdraw a pupil.

6. Complaints

Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

7. Equal opportunities

Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

8. Safeguarding and confidentiality

The school seeks to provide a safe and supportive school community where pupils feel

comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.

Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. -If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil is having, or is contemplating any form of sexual activity, this will be dealt with under child protection procedures and must be referred to the DSL immediately using the school referral system.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the safeguarding Lead to decide what is in the best interest of the child.

9. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum every three years, and will inform parents/carers of any revisions to this policy or the relationships and sex education curriculum.

We will monitor the effectiveness of our relationships education provision through:

- Annual feedback from pupils
- Annual feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy every three years, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

10. Support

Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix 1: Curriculum map PSHE

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Summer 1	<ul style="list-style-type: none"> Families Making friends Greetings People who help us
		<ul style="list-style-type: none"> Being my own best friend Celebrating my special relationships
Year 2	Summer 1	<ul style="list-style-type: none"> Families Keeping safe - exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating my special relationships
Year 3	Summer 1	<ul style="list-style-type: none"> Family roles and responsibilities Friendship Keeping myself safe online Being a Global citizen 1 Being a Global citizen 2 Celebrating my web of relationships Female body parts Male body parts Puberty
Year 4	Summer 1	<ul style="list-style-type: none"> Jealousy Love and Loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationships with people and animals Female body parts Male body parts Puberty
Year 5	Summer 1	<ul style="list-style-type: none"> Recognising me Safety with online communities Being in an online community Online gaming My relationships with technology; screen time Relationships and technology Female body parts Male body parts Puberty How a baby is made
Year 6	Summer 1	<ul style="list-style-type: none"> What is mental health? My mental health Love and Loss Power and control Being online. Real or Fake? Safe or Unsafe? Using technology responsibly Female body parts Male body parts Puberty How a baby is made

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.