



Relationships and Sex Education Policy September 2024

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Foreword

From September 2020 Relationships Education became 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.

The Secretary of State stated, "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."

At Wheatlands we consider an understanding of healthy relationships to be an integral part of the growing up process and we strive to create a learning environment and curriculum to reflect this.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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

At Wheatlands our aim is to deliver a broad and balanced curriculum that takes our children's age, background, SEN needs and sensitivity into account.

2. Statutory requirements

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.

Therefore we are expected to offer all pupils a curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. (See section 5)

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Wheatlands we teach RSE as set out in this policy.

3. Policy development

This policy was developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Mrs Simpson has collated all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent & Governor consultation – parents and Governors were given access to the policy and were given the opportunity to comment.

4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was approved by Governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

5. Curriculum

Our curriculum has been developed taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

In science lessons the curriculum covers the development of humans in an age appropriate manner. For this aspect of the school's teaching, we follow the guidance material in National Curriculum 2014. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body and the accurate names for body parts – seen and unseen. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes, reproduction, how their bodies change, the main stages of the human life cycle and evolution and inheritance in greater depth.

In Year 5 and 6 the curriculum places a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. The children receive a visit from the school nurse where she ensures that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children and parents have the right to withdraw their children in writing from this non-statutory element of RSE. (See appendix 3)

Non-Statutory RSE is also covered in the Early Years Foundation Stage setting as many of their Early Learning Goals address the requirements of the curriculum.

N.B. With regard to menstruation and puberty sanitary products are available within school if needed and a disposal unit is situated in the girl's toilets. Girls also have the option of using a private (disabled) toilet if they so wish. When changing for PE, pubescent children have the option to change in private and the year 5 and 6 children change separately.

6. Delivery of RSE

6.1 Context

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught to all children and the consideration of children with special educational needs is considered at each step of delivery.

Wheatlands has access to the Curriculum for Life Portal <https://www.curriculum4life.com/> which was developed by Public Health South Tees with the RSE statutory requirements in mind.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including the core themes of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe (including first aid)
- Understand a range of emotions

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, LGBTQ+ 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).

6.2 Safeguarding

Children have the right to expect schools to provide a safe and secure environment. Teachers need to be aware that they bring fears or worries into the classroom that effect RSE, which brings an understanding of what is and is not acceptable in a relationship, this may lead to a disclosure of a child protection issue. If this instance occurs Safeguarding procedures will be implemented.

6.3 Confidentiality

If a member of staff suspects there to be safeguarding issues involving a child or is faced with a disclosure then s/he has a duty to pass this information on to the DSL and use the procedures set out in the school's Child Protection Policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session. The lead person at Wheatlands is Mrs Samantha Pyle, in her absence Mrs Jacqueline Simpson DDSL should be informed.

6.4 Health Professional Visitors

When visitors and outside agencies are involved, their contributions should complement the teaching already taking place in school.

- They can work with and give support to teachers
- They can provide links to relevant services
- They can inform pupils about using health services in the area
- Give pupils confidential support and advice

Health professionals who are involved in delivering RSE programmes are expected to work within the school's RSE policy and under the instruction of the head teacher. However, when they are in their professional role, such as a school nurse in consultation with an individual pupil, they should follow their own professional code of conduct.

7. Roles and Responsibilities

7.1 The Governing Body

The Governing Body has approved the RSE policy, and holds the headteacher, Mrs Samantha Pyle, to account for its implementation.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. (See section 8)

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way considering the requirements of individual children they teach
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or the RSE lead teacher, Mrs Samantha Percival.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

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

Parents **do** have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Percival (PSHE lead) through monitoring arrangements such as; planning scrutinities, learning walks, lesson observations and pupil feedback.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Mrs Pyle and Mrs Percival. At every review, the policy will be approved by the governing body.

Appendix 1

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 • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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
Understanding a range of emotions	<ul style="list-style-type: none"> • How to identify different emotions and develop a range of strategies for coping with negative emotions. • To recognise emotions and understand the impact they have in various situations. • To know that feelings and emotions are personal to each person and show guide them to developing healthy relationships where they feel safe and respected.



**RELATIONSHIP AND SEX EDUCATION
CURRICULUM COVERAGE**

RSE INTENT

At Wheatlands we believe that Relationships and Sex Education (RSE) is an integral part of a child's education. RSE is about understanding the importance of family life, stable and loving relationships and respect for others, love and care. We take care to ensure there is no stigmatisation of any child based on their home circumstances and we do not use RSE as a means of promoting any form of sexual orientation.

RSE is lifelong learning about emotions, relationships and sexuality. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

At Wheatlands pupils will be supported with developing the following skills:

- communication - including how to manage changing relationships and emotions
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision making
- self-respect and empathy for others

Our intent is to deliver high quality RSE in a sensitive and age-appropriate manner, whilst taking cultural differences and socio-economic backgrounds amongst other factors into account.

RSE: EYFS and Key Stage 1

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers and others.</i>
EYFS	To be able to show an understanding that family and friends should care for each other.	To learn how to make friends. To show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.	To learn about the conventions of courtesy and manners. To identify and respect differences and similarities between people.	To understand that adults need to know who they are playing with online.	To know how to recognise and report feelings of being unsafe or feeling bad about any adult and to know when to ask for help.
Year 1	That stable caring relationships, which may be of different types, are at the heart of family life, and are important for children's security as they grow up.	To be able to ask for help to make and keep friends. To learn how to choose appropriate friends.	To understand about the importance of self-respect and how this links with their own happiness.	To understand that online relationships can be unsafe.	That each person's body belongs to them, and the differences between appropriate and inappropriate/ unsafe physical and other contact. To be able to accurately name the body parts seen and unseen.
Year 2	How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	To learn the values of a positive friendship.	That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in a position of authority.	That people sometimes behave differently online, including by pretending to be someone they're not.	To know that there are different types of touch and behaviours, some appropriate some not. To know how to ask for advice or help for themselves or others and to keep trying until heard.

RSE: Lower Key Stage 2

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers and others.</i>
Year 3	<p>To understand that they are an important member of a family and that they have the right to be heard in an appropriate manner.</p> <p>To know that families are characterized by love and care.</p>	<p>That the characteristics of friendships, include: mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.</p> <p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>	<p>To know that there are practical steps that can be taken in a range of contexts to improve or support respectful relationships.</p> <p>To understand that confidences can be broken if by not doing so means someone's safety is at risk.</p>	<p>To know the rules and principles for keeping safe online, how to behave appropriately, how to recognise risk, harmful content and contact, and how to report them.</p>	<p>To know how to report concerns of abuse and the vocabulary and confidence needed to do so.</p>
Year 4	<p>That others families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>To learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.</p>	<p>To know how to respond appropriately and safely to adults they may encounter (in all contexts including online) who they don't know.</p>

RSE: Upper Key Stage 2

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers and others.</i>
Year 5	To know about 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 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. To be able to self-manage changing relationships and emotions but also recognise where some intervention from an adult may be needed.	To know what a stereotype is, and how stereotyping can be unfair, negative or destructive. To be able to recognise and challenge stereotypes.	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (even when anonymous)	To know where to get advice. (e.g. family, school, other sources) To recognise that their bodies change over time.
Year 6	To understand that marriage represents a formally and legally recognized commitment of two people to each other which is intended to be lifelong.	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 if needed.	About different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help.	How information and data is shared and used online.	To know about the concept of privacy and the implications of it for both children and adults. (including that it's not always right to keep secrets if they relate to keeping safe)

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	