



Relationships and Sex Education Policy

REVIEW: Annually

LAST REVIEW DATE: September 2024

Statement of Intent

At Westvale Park Primary Academy, we understand and actively support the importance of educating pupils about relationships and sex, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

Aims and objectives

The relationship and sex education programme are an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills to ensure they have healthy relationships and make choices which lead to a happy life.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships and being empowered to own their own bodies and life choices.

Policy availability

Stakeholders can be informed about the policy through referencing in the school's Teaching and Learning Handbook or accessing a copy of the policy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all.

Legislation

This policy will be compliant with the following guidance:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- Most elements of the RSE curriculum are a statutory requirement to teach to meet the 2019 RSE Guidance

Organisation and delivery of the programme

- The relationship and sex education programme will be developed in conjunction with the views of teachers, pupils, and parents by the PSHE/wellbeing coordinator, in accordance with DfE recommendations. Westvale Park Primary Academy will use The Aurora Academy Trust wellbeing curriculum materials to deliver the programme of study. Supplemented by Jigsaw in EYFS.
- Much of the programme will be delivered through the personal, social, health and economic (PSHE) education, with some statutory aspects taught via the science curriculum.

- At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- Elements of the topics for key stage 1 and 2 are statutory in accordance with the science national curriculum (appendix 1) and therefore must be taught.
- Our 6 school values (family, responsibility, curiosity, gratitude, diversity, excellence) will underpin the teaching of RSE.
- All staff involved in the delivery of RSE have received training to ensure that pupils receive clear and consistent approaches to RSE throughout their time at Westvale Park.
- On occasions, external visitors, experts and agencies may be invited to contribute to the delivery of RSE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:
 - Check the visitor or visiting organisation's credentials.
 - Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
 - Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- RSE will be taught through a range of teaching methodologies, including storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils.
- RSE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning.
- RSE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Coverage

EYFS are taught:

- To consider the routines and patterns of a typical day.
- How children can look after themselves, including keeping themselves clean and why good hygiene is important (including teeth).
- To recognise that all families are different.
- Words used; dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.
- Identify different types of touch that people like and do not like
- To understand about personal space.
- To talk about ways of dealing with unwanted touch
- To understand that all families are different and have different family members
- Identify who to go to for help and support.

Year 1 are taught:

- To understand some basic hygiene principles.
- Understand that babies become children and then adults
- To know the difference between girl and boy babies and the biological names for various body parts including penis and vagina.
- To know which people we can ask for help.
- How families are all different.
- Words used; clean, similar, different, family, boy, girl, male, female, private parts; penis and vagina.

Year 2 are taught:

- Understand that some people have fixed ideas about what boys and girls can do (gender stereotypes) and to explain differences between male and female animals.
- Describe the difference between male and female bodies and to label male and female body parts.
- To describe some differences between male and female animals
- Understand that making a new life needs a male and female.
- About the process of aging and the fact that this cannot be controlled.
- Words used; similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts; vulva, penis, vagina, testicles.

Year 3 are taught:

- Know some differences and similarities between males and females.
- Name male and female body parts using agreed words.
- Identify different types of touch that people like and do not like
- To understand about personal space.
- To talk about ways of dealing with unwanted touch
- To understand that all families are different and have different family members
- Identify who to go to for help and support.
- Words used; stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption and relationship.

Year 4 are taught:

- To describe the body changes that happen when a child grows up.
- To describe the main stages of the human lifecycle.
- To discuss male and female body parts using agreed words.
- To know some of the changes which happen to the body during puberty.
- To know about the physical and emotional changes that happen in puberty.
- To understand that children change into adults so that they are able to reproduce.
- Words used; Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.

Year 5 are taught:

- To explain the main physical and emotional changes that happen during puberty.
- To ask questions about puberty with confidence.
- To understand how puberty affects the reproductive organs.
- To describe how to manage physical and emotional changes.
- To explain how to keep clean during puberty.
- To explain how emotions can change during puberty.
- To know how to get help and support during puberty.
- Words used; Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen,
- erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.

Year 6 are taught:

- To describe how and why the body changes during puberty in preparation for reproduction.
- To talk about puberty and reproduction with confidence.
- To discuss different types of adult relationships with confidence
- To know what form of touching is appropriate.
- To describe the decisions that have to be made before having a baby.
- To know some basic facts about pregnancy and conception.
- To have considered when is appropriate to share personal/private information in a relationship.
- To know how and where to get support if an online relationship goes wrong.
- Words used; Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

During Year 5 and 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

Girls' Understanding of Sanitary Products and Disposal in School

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time

Health Education Including Substance Education, Mental Health Education and Safety Education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.

- Responsibility for their family, friends, schools and wider community.

The information below shows specific Health Education content for each year group:

EYFS are taught:

Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.

Year 1 are taught:

Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.

Year 2 are taught:

Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Year 3 are taught:

Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others; healthy and safe choices; body changes at puberty.

Year 4 are taught:

What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

Year 5 are taught:

Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

Year 6 are taught:

Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Assessment of the Curriculum

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. The quality of RSE teaching and learning will be monitored through RSE learning walks, pupil voice, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions using an anonymous question box. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources. At the beginning of RSE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher. Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse. Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information,

advice and guidance are provided. Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The Designated Safeguarding Lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSE and that RSE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation. The school also operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year. The vast majority of RSE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The headteacher will outline to parents/carers 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 (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education. The school will document this process. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

- Supporting Well-being and Positive Behaviour Policy
- Safeguarding Policy
- Online Safety
- Anti-bullying Policy
- Equalities Objectives
- SEND and Accessibility Policy/Plan
- Teaching and learning Handbook
- British Values and SMSC policy

This policy will be reviewed annually, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

Appendix 1 – Science national curriculum

In accordance with the DfE's 'Relationship and Sex Education Guidance', there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• Identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with which sense.• Notice that animal, including humans, have offspring which grow into adults.
Key stage 2	<ul style="list-style-type: none">• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.• Describe the life process of reproduction in some plants and animals.• Describe the changes as humans develop to old age.• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.