

Great Sankey Primary

School



Relationships and Sex Education (RSE) Policy

September 2023

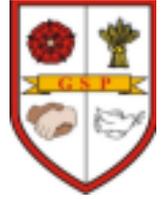
Version	Date	Action
1	Jan 2016	New policy written to replace previous within full review by governing body
2	Sep 2017	Updated to be in line with Sept reviews 2017
3	Sep 2018	Updated to be in line with Sept reviews 2018
4	Sep 2020	Updated to be in line with June 2019 guidance
5	Sep 2021	Updated to include statement linking to PSHE LTP and SEND
6	Sep 2022	Reviewed and no amendments made
7	Sep 2023	Reviewed and no amendments made



'Together We Learn and Grow'

Great Sankey Primary School

POLICY STATEMENT – RELATIONSHIPS AND SEX EDUCATION POLICY



Aims of RSE:

- To provide a framework in which sensitive discussion can take place
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

Aims of this policy:

The aim of this RSE policy is:

- To provide a working document giving clear guidance to governors, staff and parents on what is delivered
- To provide a rationale as to why RSE is delivered
- To provide guidance on how RSE will be delivered

Statutory Requirements:

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017. However, we are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum.

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and section 4.2 of the national curriculum (2014) states: "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Healthy School Programme, PSHE Association advice and current legislation including the Equality Act 2010 and SRE in the 21st Century. The SRE programme is delivered in line with the PSHE Association programme of study and the Science National curriculum Programme of Study. This policy has also been updated in light of RSE becoming statutory in 2020.

Policy Consultation and Development Process

In making changes to this policy, we consult with the following:

Staff

Staff members have worked together to include all relevant information including necessary local and national guidance. Wider staff have been given the opportunity to look at the policy and make recommendations. Pupils

Regular school council meetings allow a representative member of each class to meet and discuss topical issues within and around the school environment which influence our PSHE curriculum. All classes also participate in regular circle time activities allowing time for reflection and discussion of the PSHE curriculum.

Parents

Communication was scheduled to invite parents to consult on the proposals in the RSE policy via the school's website and use of Parentmail. Parents are given an opportunity to view the RSE policy on the school website.

Staff and Governors

Once amendments were made, the policy was shared with governors and ratified

Background and Context

Great Sankey Primary School is part of The Challenge Academy Trust (TCAT) and is a one and a half form entry Primary School and Nursery for children between the ages of 3 and 11. It is situated on Liverpool Road, Great Sankey, Warrington.

Great Sankey Primary School is well resourced with children making full use of the school as a learning environment. We arrange both day and residential educational visits which relate to pupils' curricular work and social/personal development. These visits have the full support of parents and the Governing Body.

We are proud of our liaison with the local community. Our choir members are regular visitors to St. Mary's Church, Great Sankey, and Whittle Hall Residential home giving concerts to the elderly. Additionally, we are proud of our Wise Up status which recognises the work we do within anti bullying and anti-hate crime.

The children in school, as part of their social and moral education, are encouraged to take responsibilities for supporting people less fortunate than themselves. We therefore, have frequent charity events, mostly organised and administered by the children themselves in support of charities of their choosing. It is usual to focus on one major charity each school year.

Special guests often supplement work in classes where additional expertise enhances the curriculum. Additionally, support is readily available from colleagues and professionals who form the backbone of the Education Service in Warrington e.g. our School Health Adviser

In line with the 'Every Child Matters' agenda, the Child Protection and Confidentiality policies, Great Sankey Primary School aims to promote the spiritual, moral, cultural, mental and physical development of all learners. It will provide opportunities to prepare them for the responsibilities and experience of life, as adults and parents, in an ever-changing society.

Great Sankey Primary School recognises its commitment to sharing this task with families and consequently a Relationship and Sex Education Programme will be made available to all learners as part of the wider Social, Personal and Religious Education Programme.

What is RSE Education?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. **RSE**

involves:

- Gaining knowledge and understanding
- Developing personal and social skills
- Forming positive beliefs, values and attitudes.

Moral and Values Framework

At Great Sankey Primary School, we aim to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationships with others. This will include developing the following RSE skills and values:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication, decision making and assertiveness
- Knowing how and where to gain information and support
- The education of children into the importance and quality of stable, loving relationships and family life.
- To provide knowledge of the relevant facts.
- To allay fears and to encourage an open and honest approach.
- To meet the developmental needs of children.
- To emphasise the shared parental/school interest in and responsibility for the all-round development and well-being of the child.

Content of the PSHE and RSE programme

The PSHE Programme of Study includes 3 core themes for key stages 1-5:

- Health and Wellbeing
- Relationships
- Living in the wider world

Core theme 1: Health and Wellbeing

In **Key Stages 1 and 2**, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

Core theme 2: Relationships

In **Key Stages 1 and 2**, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help

- how to respect equality and diversity in relationships.

Core theme 3: Living in the Wider World

In **Key Stages 1 and 2** pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

Pupils will be able to express their opinions whilst respecting others' points of view. They will be able to recognise the different relationships they are in and understand that their actions they perform have consequences.

All year groups will follow the objectives for RSE (see appendices). A number of the objectives are also covered through the 'hidden curriculum' linking the Science, RE, PSHE curriculum and daily school life. Please see the PSHE Policy / LTP for further details of objectives and where and when these are taught in each phase.

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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.

All class teachers are responsible for teaching the RSE curriculum and the PSHE Lead is responsible for the coordination of it.

Pupils

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

Pupils with SEND

Teachers and other staff delivering the PSHE and RSE curriculum will ensure that the content and objectives are made accessible and are adapted in a way that is suitable for the needs of the children they are teaching, including those with SEND (Special Educational Needs and Disabilities). It is the responsibility of the school SENDco and those monitoring standards in the subject to ensure that work is suitable for the ages and abilities of the children in each phase.

Parents Right to Withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Components of sex education found within the Science curriculum are statutory and as a consequence, pupils cannot be withdrawn from this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education which is non-statutory.

Organisation of the RSE programme

The PSHE Leader is responsible for the coordination of RSE and how it should be delivered in the curriculum. Class teachers, under the guidance of the PSHE Leader and the Senior Leadership Team, will deliver the RSE curriculum through the PSHE curriculum, RE and science lessons with support from professionals where appropriate.

Whole class teaching alongside some separate lessons for boys and girls in Year 6 will be provided. The resources will be selected in line with recommendations from the PSHE Association.

Guidelines for teaching staff

- All lessons will start with clear ground rules discussed and agreed with the children
- The presentation will be a response to the perceived individual needs of the children as they appear
- A variety of situations will be created to stimulate a questioning response from the children
- A more formal approach will be followed in years 5 and 6. This utilises the Channel 4 resource, 'Living and Growing' and is delivered by Year 5 and 6 teaching staff and School Health Advisor (SHA). A DVD will be used to present this programme alongside resources provided by the SHA in Year 5. Parents will be informed in advance and given the opportunity to discuss with the school the nature of the work to be undertaken. Parents will be given the opportunity to withdraw their child from the non-statutory aspects of the lesson if they choose (ie. Not the statutory elements of the Science curriculum).
- It is important that pupils are prepared for the physical and emotional changes of puberty by the end of Year 5. Great Sankey Primary School will choose the outcomes most suitable for the children they are teaching.

This policy will be reviewed annually and in line with national guidance.

Relationships and Sex Education Curriculum Map



Year group	Content taught (taken from PSHE & Science curriculum)
<p>Years 1 & 2</p>	<ul style="list-style-type: none"> · The roles of different people, families and feeling cared for · Making friends, feeling lonely and asking for help · Recognising things in common and differences · Playing and working cooperatively, sharing opinions · How our behaviour affects others: being polite and respectful · Our strengths and our interests · What makes us unique and special · Caring for others' needs · Recognising hurtful behaviour · Managing feelings and asking for help · Recognising privacy: staying safe and seeking permission · Managing feelings and emotions when things go wrong · Managing secrets, resisting pressure and seeking help · Growing older (Science curriculum) · Naming body parts (Science curriculum) · Recognising that animals, including humans, have offspring which grow into adults (Science curriculum) · Online relationships – Using the internet and digital devices safely and understanding how age restrictions help to keep us safe
<p>Years 3 & 4</p>	<ul style="list-style-type: none"> · Positive friendships · What makes a family? Different families · The importance of self-respect and being polite and courteous to others · Discussing differences and similarities in ourselves and others · Physical and emotional changes - young through to old age (Science curriculum) · Maintaining personal hygiene as we get older · Managing hurtful behaviour · Managing and expressing feelings · Managing confidentiality and recognising risks · Understanding personal boundaries and safely responding to others · Online relationships – positive relationships online, knowing how data is shared and used, recognising risks online

Years 5 & 6	<ul style="list-style-type: none"> · Managing friendships and peer influence · Consent in different situations · Responding respectfully to different people · Recognising prejudice and discrimination and appropriate responses · Recognising individuality and different qualities in others · The importance of mental wellbeing · What affects mental health and taking care of your mental health · Compassion towards others · Keeping safe in different situations and responding in emergencies · Physical contact and feeling safe · Attraction to others: romantic relationships, civil partnerships and marriage · Expressing opinions and respecting others' point of view <ul style="list-style-type: none"> · Human reproduction and birth – recognising that living things produce offspring of the same kind and describing life processes of reproduction in some plants and animals including humans (Science curriculum) · Describe changes as humans develop into old age – (Science curriculum) · Managing physical and emotional changes in puberty, incl the importance of good hygiene <ul style="list-style-type: none"> · Online relationships – Different media sources and types, their role and impact on us and our wellbeing, sharing online and its risks to us
------------------------	--

NB: Please see the PSHE Policy / LTP for further details of objectives and where and when these are taught in each phase.

Appendix 2

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from the non-statutory elements of sex education within relationships and sex education			

Any other information you would like the school to consider

--

Parent
signature

--