



Water Hall Primary School

Relationships and Sex Education Policy

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1. Aims

Water Hall Primary School is committed to offering all children aged 3-11 a rich and diverse educational experience. Our aim is to provide the best possible learning opportunities to enable every child to fulfil their maximum potential academically, socially and culturally.

Every member of our community is valued and respected. We listen to each other and every voice is heard. We celebrate our achievements and differences.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. This is taught as part of our PHSE Curriculum (see PHSE Policy)

Sex Education is a programme tailored to the age and the physical and emotional maturity of our pupils. It ensures that children 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.

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

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

As an academy we do not have to follow the National Curriculum but we choose to, this includes the teaching of Science which includes the elements of sex education contained in the Science curriculum (**this is statutory and pupils cannot be withdrawn from these lessons**).

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 Water Hall Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed and revised after all stakeholders had an opportunity to comment. The consultation and policy development process involved the following steps:

1. **Review** – SLT pulled together all relevant information including relevant national and local guidance
2. **Parent/stakeholder consultation** – parents and any interested parties were invited to read the policy and associated documents on the website. They were given the opportunity to make comments and ask questions of the Leadership Team.

The online survey was answered by 4 families, representing 5 children.

1 response: *"I think this is a great idea. Learning from school with age appropriate information, rather than hearing it 2nd hand & sometimes wrongly by friends or other sources. I feel confident that my son will learn & hear the correct way from School."*

3 responses expressed concern over the content of the curriculum, feeling that their child was too young for it and wanting their child to be withdrawn.

There have been subsequent emails from individual parents and on behalf of a group of parents.

These have all been responded to. Meetings have also been held with individual parents and a group of parents.

3. **Ratification** – once amendments were made, the policy was shared with the Academy Improvement Board and ratified

4. Definition

Relationships and Sex Education (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 factual information, and exploring issues and values.**

RSE is **not about the promotion of sexual activity, sexual preferences etc.**

5. Curriculum

Our curriculum is set out in the appendices, using our scheme - Jigsaw, but we may continue to adapt it as and when necessary.

We have redeveloped the original scheme, after consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils and parents.

Changes include:

- Clear labelling of which Sex Education lessons pupils are able to be withdrawn from, including an additional, optional early puberty lesson
- Redesign of the withdrawal form to include the lessons pupils are being withdrawn from.
- Specific vocabulary to be used/taught in each lesson
- Highlighting where some topics, vocabulary etc have been moved into later year groups
- Teaching all puberty lessons in single sex groups
- Removal of some terms and explanation of some terms i.e. masturbation and clitoris

If pupils ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner so they are fully informed and therefore try to prevent them seeking answers online.

Primary sex education is not compulsory in primary schools.

At Water Hall Primary School we define sex education to be:

- How a baby is conceived (the act of sexual intercourse)
- How a baby is born (vaginal delivery)

For more information about our curriculum, see our curriculum mapping documents.

6. Delivery of RSE

Relationships Education is taught within our personal, social, health and economic (PSHE) education curriculum, using our school scheme - Jigsaw <https://jigsaw3-11.com/>.

Pupils cannot be withdrawn from this.

This aspect of the curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

We do not promote one family as being 'the norm' or any less than any other, however we will always be sensitive to the beliefs and values of all of our community.

Health Education is taught within our personal, social, health and economic (PSHE) education curriculum, using our school scheme – Jigsaw <https://jigsaw3-11.com/>.

Pupils cannot be withdrawn from this.

Sex Education is taught within our personal, social, health and economic (PSHE) education curriculum, using our school scheme – Jigsaw <https://jigsaw3-11.com/>, using the unit 'Changing Me' in the Summer Term.

Pupils can be withdrawn from these lessons taught within PHSE, using the form at the end of this policy.

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Biological aspects of RSE are taught within the Science curriculum (Snap Science), and other aspects are included in Religious Education (RE – Discovery RE). See the relevant Science and RE policies, pupils cannot be withdrawn from either of these subjects..

For more information about our RSE curriculum, see Appendix 1.

7. Roles and responsibilities

7.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

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/non-science components of RSE (see section 8).

7.3 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/non-science components of RSE

Our 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 have a responsibility to teach RSE, along with other members of teaching staff in the school. This may include HLTAs but does not include Teaching Assistants, although they will support groups and individual pupils in the delivery of RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, however no child will be forced to take part in a discussion that they feel uncomfortable with or carry out an activity that they are uncomfortable with - this is explained more in our curriculum overview documents.

8. 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/non-science components of sex education within RSE, these are clearly explained in the Appendices.

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

Alternative work will be given to pupils who are withdrawn from Sex Education.

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 headteacher/phase leaders/subject leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by SLT and subject leaders through school monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher. At every review, the policy will be approved by the Academy Improvement Board or Governing Body.

11. Links with other policies

This policy should be read alongside other school policies and government guidance including:

- EYFS policy
- Teaching and Learning Policy
- PHSE Policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium Policy
- Special Needs Policy
- National Curriculum in England
- DFE Guidance

Appendix 1: By the end of primary school pupils should know:

As stated in Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019 DfE Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

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
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

<u>Reference</u>	Statutory Relationships and Health Education: _By the end of primary, pupil's should know:
Families and people who care for me	
FP1	that families are important for children growing up because they can give love, security and stability.
FP2	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.
FP3	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.
FP4	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
FP5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
FP6	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 Relationships	
CR1	how important friendships are in making us feel happy and secure, and how people choose and make friends.
CR2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
CR3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
CR4	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.
CR5	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	
RR1	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.
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.
RR3	the conventions of courtesy and manners.
RR4	the importance of self-respect and how this links to their own happiness.
RR5	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.
RR6	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.
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.

OR2	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.
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
OR5	how information and data is shared and used online.
Being Safe	
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
BS2	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.
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.
BS8	where to get advice e.g. family, school and/or other sources

Mental Wellbeing	
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	

ISH1	that for most people the internet is an integral part of life and has many benefits.
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
ISH4	why social media, some computer games and online gaming, for example, are age restricted.
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
ISH7	where and how to report concerns and get support with issues online.
Physical Health and Fitness	
PHF1	the characteristics and mental and physical benefits of an active lifestyle.
PHF2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
PHF3	the risks associated with an inactive lifestyle (including obesity).
PHF4	how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).
HE2	the principles of planning and preparing a range of healthy meals.
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
HP6	the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	
BFA1	how to make a clear and efficient call to emergency services if necessary.

BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education lessons within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class & Yr Gp	
Name of parent		Date	
<p>I understand that my child will not be part of the following lessons:</p> <ul style="list-style-type: none">• Year 4 Changing Me Lesson 3 Girls and puberty (my child will learn about puberty in Year 5 instead)• Year 5 Changing Me Lesson 4a (moved from Year 4) Having a Baby• Year 5 Changing Me Lesson 4 Conception• Year 6 Changing Me Lesson 3 Babies: Conception to Birth			
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 (HEADTEACHER OR DEPUTY HEADTEACHER))	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: X will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom