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Windrush Valley School

Policy Documents Annual Review Record

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Relationships and Sex Education

Introduction

This policy applies to all pupils at Windrush Valley School including the EYFS. This has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the statutory framework for Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfEE in 2019 and Section 80A of the Education Act 2002.

Key Personnel	Role	Contact
Amanda Douglas	Headteacher	amanda@ingenioedu.co.uk
Lucy Maudsley	Assistant Head -Pastoral Care Designated Safeguarding Lead	lucym@windrushvalleyschool.co.uk
Nicole Mitchell	Nominated EYFS Safeguarding Lead DDSL	nicolem@windrushvalleyschool.co.uk
Rhonda Higgs	Chair of Governors	rhonda@ingenioedu.co.uk

Policy Aims and Objectives

At Windrush Valley School, RSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development. Windrush Valley School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme, so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others and to confidently challenge inappropriate behaviours
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;

- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Organisation and Delivery of RSE Programme

Where RSE is taught within the curriculum, it will be delivered within a mixed gender class. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Early Years Foundation Stage (EYFS): As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to-

Play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about 'Understanding the World', children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions.

Children make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1 Curriculum Themes - (2 year cycle)

TEAM (Together everyone achieves more)

When a team works together, it has a positive impact on all of its members and what can be achieved. Develop skills, such as good listening, the importance of being kind to others, the effects of bullying and teasing and what to do.

Britain (Living in the wider world)

Individuals can have a positive impact on groups and communities to which they belong. Identify belonging to various groups and communities and ways in which they contribute positively to these. Learn about community, being good neighbours and looking after the environment. Learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

Aiming High (Health and Wellbeing)

Learn about having high aspirations. Discuss positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Share aspirations for the future, with regard to employment and personal goals and different jobs and roles will be considered. Difficulties faced by stereotyping will be explored.

Safety First (Health and Wellbeing)

Learn about everyday dangers, in the home and outside and how they can keep themselves safe. Learn about the Internet and how to stay safe online. The Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.

VIP's (Relationships)

Very Important Persons in children's lives and the ways in which they can develop positive relationships with them. Identify what makes someone a special person in their life and who these special people are. Explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. The importance of cooperation and how to show the special people in their lives that they care.

Respecting Rights (Living in the wider world)

We should all be rights respecting citizens in our communities and all people have rights that are shared and that it is important for us all to respect these rights. Explore the concepts of difference and fairness and encourages reflection

on how we should behave towards those who are different from us and why it is important to be fair. Who helps us to protect our rights and what we can do if we don't feel safe. How they can take part in the school community and why it is good to do what we can to make a positive difference.

Year 3 Curriculum Themes

Be Yourself (Relationships)

Be yourself and identify strengths and achievements. Recognise different emotions, how to express thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. Explore the influence of the media in how we view ourselves and the reality of these messages. How to make things right when mistakes are made, both in person or online, and the importance of learning from these.

Money Matters (Living in the wider world)

Where does money come from and how can it be used. How money is spent and the need to borrow money and its consequences. Priorities the spending of money and ethical spending. What influences spending and how we can keep track of it

It's My Body (Health and Wellbeing)

Making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

Year 4 Curriculum Themes

Safety first (Health and Wellbeing)

Taking responsibility for their own safety, the decisions they make and how to stand up to peer pressure in a range of situations. Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. Road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. E-Safety, what should never be shared and how to report any concerns about online incidents

One World (Living in the wider world)

People's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. Explore the concepts of inequality and stereotypes and reflect on what can be done to make the world a fairer place. Climate change and its effects, fair trading practices and organisations.

VIP's (Relationships)

Very Important Persons, will focus on relationships with our VIPs. Look at friendships, how friendships are formed and maintained, and the qualities of a good friend. Moving on to disputes and bullying and addressing strategies for coping with each of these.

Year 5 Curriculum Themes

Britain (Living in the wider world)

Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. Identify how they can make a positive contribution to the community. Learn about the law and the consequences of not respecting it. Learn about the workings of local and national government and the role of charities and voluntary groups in British society.

Be Yourself (Relationships)

It is important to 'be yourself'. Encourage a positive view of themselves and recognition of the importance of being proud of individuality. Recognising situations where positive choices should be made in order to do the right thing. How to avoid being led into tricky situations and recognise and respond to peer pressure. How to be confident and how to manage uncomfortable feelings. Investigate how to make things right when they make a mistake.

It's My Body (Health and Wellbeing)

Comparing male and female bodies. Learn about the changes during puberty, both physically and emotionally. What reproduction means. Compare the female and male reproductive body parts. Understand the process of the menstrual cycle. **Learn when the cells (sperm/egg) combine this is called conception and a foetus develops. Discover how a baby is born.**

Year 6 Curriculum Themes

Safety First (Health and Wellbeing)

Take responsibility for own safety, including the decisions made and how to stand up to peer pressure in a range of situations. Assess the risk associated with different situations and learn about what to do if they feel in danger. Learn about how to identify an emergency, what to do in this situation and how to get help when needed. Look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.

Respecting Rights (Living in the wider world)

We can all make choices to live as rights-respecting citizens. Human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. Understand that no one can take away their rights. Explore the ideas of equality and discrimination and the consequences of both. Make choices and take actions which respect the rights of others.

Growing Up (Relationships)

We revisit the changes during puberty and focus on personal hygiene, and keeping healthy and managing emotions. The importance of a positive body image is discussed and the children learn to recognise and challenge stereotyping. Understand that there are a range of relationships and what constitutes a caring or loving relationship. **The process of reproduction is revisited, with a greater insight into the development of a foetus, through to the birth.**

Statutory and non-statutory coverage.

The above outlined content in **bold** is non-statutory and parents/carers can withdraw children from these sessions. Parents/carers will be notified of when these sessions will take place, in the Summer term.

All other content is statutory Relationships or Science Curriculum requirements and parents do not have the right to withdraw children from these lessons.

Key Stage 1 Science statutory requirements- Children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.

Key Stage 2 Science statutory requirements - Children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.

Equal Opportunities

Pupils will learn from an early age that there are many different types of 'family'.

The promotion of any type of relationship shall not occur.

Where appropriate and if requested, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups.

Right of Withdrawal

Windrush Valley School will inform parents when aspects of the Sex Education programme are taught and will provide an overview of teaching.

RSE is to be taught across the curriculum. If a parent feels it necessary to withdraw a child from such lessons (other than the statutory requirements of the Science Curriculum) they will be encouraged to come to school and discuss their concerns with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the RSE lesson is over.

However, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific lessons, if questions arise in other subject lessons.

When a pupil's parent/carer requests that the pupil is wholly or partially excused from sex education provided as part of Relationships and Sex Education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Headteacher considers that the pupil should be included in the lessons.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson.

Where appropriate, teachers will discuss a child's concern with the child's parents. Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs) will be informed as per the school's Safeguarding Policy.

Review, Assessment and Evaluation Monitoring of the RSE Policy is the responsibility of the Headteacher, named governor, and PSHE lead. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, pupil questioning, sampling teachers' planning and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Amanda Douglas
Headteacher
September 2023