



## **Relationships and Sex Education Policy**

**Review cycle:** Annually

**Last Review Date:** February 2022

**Next Review Date:** February 2023

**Staff responsible:** Mr Thisanayagam, Deputy Head Curriculum

**Governor responsible:** Duncan Murphy

**(This policy applies to the whole School including EYFS)**



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## Aims

The aims of relationships and sex education (RSE) at Willington School are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for the physical and emotional developments they will go through, giving them understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a culture of positive relationships.
- Teach pupils the correct vocabulary to describe themselves.

The teaching of RSE at Willington School is in line with our aims and values. It helps the children learn about growing up in a secure and happy environment; in parallel with the teaching of the Willington values of honesty, humility, respect and kindness towards each other.

## Statutory requirements

As an independent 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 teach the science of reproduction in flowering plants and animals in the Life Cycles topic, as part of the Science curriculum.

In teaching RSE, we have taken into account guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

At Willington School we teach RSE as set out in this policy.

## Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved a full review of the most current and relevant information, including national and local guidance. In addition, Willington School is a member of the PSHE Association (national association for PSHE education professionals).

## 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.

## Curriculum

Our full curriculum is set out as per Appendix 1 and is directly in line with the current guidance set out by the PSHE Association.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner so they are fully informed and don't seek answers online.



## **Delivery of RSE**

RSE is taught within the personal, social, health, citizenship and economic education curriculum (PSHCEE), as set out by the PSHE Association. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Studies.

Relationships education 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

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

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).

## **Roles and responsibilities**

### **Governing Board**

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

### **Headmaster**

The Headmaster is responsible for ensuring that RSE is taught consistently across the school.

### **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

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 Headmaster.

All Form teachers are responsible for the teaching of RSE within the school.



### **Pupils**

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

### **Parents' Right to Withdraw**

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

### **Training**

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

The Headmaster will also invite visitors from outside the school to provide support and training to staff teaching RSE.

### **Monitoring arrangements**

The delivery of RSE is monitored by Johan Thisanayagam - Deputy Head Curriculum through: PSHE tracking documents, work scrutinies and learning walks.

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

This policy will be reviewed by Johan Thisanayagam - Deputy Head Curriculum, annually. At every review, the policy will be approved by Duncan Murphy - School Governor.



## Appendix 1

### Relationships Education - Schemes of Work

#### Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><li>● 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</li><li>● 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</li><li>● 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</li><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● 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</li><li>● 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</li></ul>



Respectful relationships	<ul style="list-style-type: none"><li>● 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</li><li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● The conventions of courtesy and manners</li><li>● The importance of self-respect and how this links to their own happiness</li><li>● 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</li><li>● 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</li><li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
Online relationships	<ul style="list-style-type: none"><li>● That people sometimes behave differently online, including by pretending to be someone they are not</li><li>● 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</li><li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>● How information and data is shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>● 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</li><li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li></ul>



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|  | <ul style="list-style-type: none"><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul> |
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