

# Woodlands Schools



## Relationships and Sex Education Policy (from 2020)

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## **Aims**

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

## **Statutory requirements**

As an independent school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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 Woodlands Schools we teach RSE as set out in this policy.

## **Consultation with Stakeholders**

We are committed to working with parents and carers to ensure that RSE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy will continue to be available on our School website for parents/carers to refer to. This is in line with our whole school PSHE policy.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are always invited to get in contact with their child's Head of Phase and the Head of PSHE should they wish to seek further clarification, advice or ask any further questions about the RSE programme.

RSE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the schools' Learning Support Departments so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

## **Definition**

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 information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **Sex Education Curriculum**

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Various methods of delivery are used including:

- All about me (Channel 4)
- Kapow Scheme of Work

Primary sex education is taught in Year 5 and 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects may be included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by staff who they know in Year 5 & 6. All sessions are taught in mixed sex groups. Staff will offer boy and girls the opportunity to speak with a member of their own gender during these sessions.

Sessions will be taught with two staff members, ideally one male and one female.

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 Appendices 1 and 2.

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**

### **The Board of Directors**

The Directors have delegated the approval of this policy to WLT.

## **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

## **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 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.

The Staff team, including the Head of PSHE and Class teachers that are responsible for planning and teaching RSE and PSHE are trained and competent in delivering appropriate lessons. Here they can manage the teaching process, set ground rules, and treat it as a valuable subject, monitoring, assessing, and evaluating what children learn.

## **Pupils**

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

## **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding

## **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-science components of sex education within RSE. Parents are always offered the opportunity to preview any programming prior to it being shown to the children by borrowing the DVD or watching in school.

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.

## **Training**

Staff are trained on the delivery of RSE as required.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **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

## **Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through various monitoring arrangements, such as:

- planning scrutinies,
- learning walks,
- Pupil feedback
- Parental Feedback
- Staff Feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by annually. At every review, the policy will be approved by WLT.

## Appendix 1: 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>

TOPIC	PUPILS SHOULD KNOW
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>

TOPIC	PUPILS SHOULD KNOW
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> <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>