



Relationships & Sex Education Policy

2023 - 2024

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1. 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 children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help children develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach children the correct vocabulary to describe themselves and their bodies

Mission statement

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best. Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

Our values

Creativity

Aspiration

Respect

Empathy

With our mission statement and values in mind, we believe that our children should learn about growing up within a well-planned, empathetic framework which stresses the importance of responsibility, understanding and the ability to make reasoned, informed choices and decisions.

We believe that our children should learn about the importance of the family and the crucial role of parents/carers in their moral development. Our children need the knowledge and awareness of the importance of individual and collective moral responsibility and the ability to make informed choices about their own moral, emotional, physical and sexual health and development.

An important element of their Personal Social and Moral Education is the question of personal integrity and safety and an awareness of the importance of the moral and legal framework which must exist in society.

We believe that Sex and Relationships Education must form an important element of a whole school approach to moral and health education. It needs to be part of a wider moral framework of encouraging sensible, informed choices in relation to the child's future physical, emotional and spiritual development and wellbeing.

2. Statutory requirements

As a primary academy, we must provide relationships education to all children under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

3. Policy development

This policy has been developed in consultation with staff, children, parents and carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback and ask questions about the policy
4. Pupil consultation – we investigated what exactly children want from their RSE
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of children, 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.

At Woodside we teach RSE through PSHE (Personal Social Health and Economic) and the science curriculum. We teach PSHE through six key areas:

1. Family and relationship
2. Health and wellbeing
3. Safety and the changing body
4. Citizenship
5. Economic wellbeing
6. Identity (Year 6)

<https://woodsideschool.co.uk/wp-content/uploads/2023/04/Condensed-Long-Term-Plan.pdf>

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals, including humans, have offspring which grow into adults.

Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age (they should learn about the changes experienced in puberty).

At our school sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. 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.

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

We organise our curriculum through a cycle of topics which give all our children access to a broad curriculum differentiated to meet their needs. It is a spiral curriculum that develops and progresses as the child moves through the school. The theme of growing up is revisited throughout the child's education and the knowledge, skills and concepts they experience.

RSE/PSHE is delivered in weekly sessions that follow the lessons outlined in the condensed *Kapow* scheme of work (see appendix 1).

In addition to this, the NSPCC's 'PANTS' rules are shared with all pupils in KS1

- Privates are private;
- Always remember your body belongs to you;
- No means no;
- Talk about secrets that upset you;
- Speak up, someone can help.

In addition to the lessons within the condensed *Kapow* scheme of work, children in Year 6 also learn about conception, pregnancy and birth. Parents have the right to withdraw their children from parts of these sessions.

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 make sure 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 and 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 will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

For SEND children we will think carefully about each individual child's needs. For some children it may be appropriate to revisit key learning from previous years. For others we may use alternative resources such as *Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People With Autism* by Mary Wrobel. We will work closely with parents/carers and any other relevant professionals when teaching SEND children RSE.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of children will relate to them
- › Is sensitive to all children's experiences

- During lessons, makes children feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children's experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to children. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with children's developmental stage
 - Comply with:
 - This policy

- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Trustee Board

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

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science 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.

8.4 Children

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

9. 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.

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

Alternative school work will be given to children who are withdrawn from sex education.

10. 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 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 as necessary.

11. Monitoring arrangements

The delivery of RSE is monitored by PSHE subject leaders Claire Jones and Emily Bound and by the Headteacher and Associate Headteachers through:

- planning scrutiny
- learning walks
- work scrutiny
- pupil voice

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Trustee Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: L1 Identifying my feelings L3 Coping strategies L4 Emotional adjectives L5 Facial expressions		Special relationships: L2 Special people L3 Sharing L4 I am unique L6 Similarities and differences	My family and friends: L1 Festivals L2 Sharing L3 What makes a good friend L4 Being a good friend	Taking on challenges: L1 Why do we have rules? L2 Building towers L5 Team races	My wellbeing: L1 What is exercise? L4 Being a safe pedestrian L5 Eating healthily
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	Setting ground rules for RSE and PSHE lessons	L1 What is family? L2 What are friendships? L5 Friendship problems L6 Healthy friendships L7 Gender stereotypes	L1 Understanding my emotions L3 Ready for bed L5 Handwashing & personal hygiene L6 Sun safety L7 Allergies	L1 Adults in school L2 Adults outside school L4 Making an emergency phone call L5 Appropriate contact L6 Safety with substances	L1 Rules L4 Similar, yet different	L1 Introduction to money L4 Saving and spending
Year 2	Setting ground rules for RSE and PSHE	L2 Families are all different L4 Unhappy friendships L5 Introduction to manners and courtesy L6 Change and loss L7 Gender stereotypes: Careers and jobs	L1 Experiencing different emotions L5 Developing a growth mindset L6 Healthy diet L7 Looking after our teeth	L2 Communicating online L3 Secrets and surprises L4 Appropriate contact: My private parts L5 Appropriate contact: My private parts are private L8 Staying safe with medicine	L1 Rules beyond school L5 Similar yet different- my local community L7 Giving my opinion	L3 Wants and needs L4 Looking after money
Year 3	Setting ground rules and signposting	L1 Healthy families L2 Friendship conflicts L3 Friendship: conflict vs bullying L5 Learning who to trust L6 Respecting differences in others L7 Stereotyping gender	L1 My healthy diary L3 Health and wellbeing L5 Resilience: breaking down barriers L6: Diet and dental health	L1 First Aid: emergencies and calling for help L4 Cyberbullying L7 Influences L8 Keeping safe out and about	L1 Rights of the child L5 Charity L6 Local democracy	L1 Ways of paying L5 Jobs and careers

	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	Setting ground rules and signposting	L1 Respect and manners L2 Healthy friendship L4 Bullying L6 Stereotypes: Disability L8 Change and loss	L1 Looking after our teeth L3 Celebrating mistakes L5 My happiness L6 Emotions L7 Mental health	L1 Internet safety: Age restrictions L2 Share aware L4 Privacy and security L7 Introducing puberty L8 Tobacco	L1 What are human rights? L5 Diverse communities	L2 Keeping track of money L4 Influences on career choices
Year 5	Setting rules and signposting	L2 Friendship skills L3 Marriage L4 Respecting myself L5 Family life L6 Bullying L8 Stereotypes: Race and religion	L2 The importance of rest L5 Taking responsibility for my feelings L6 Healthy meals L7 Sun safety	L1 Online friendships L2 Staying safe online L3 Puberty L4 Menstruation L6 First Aid: Bleeding L7 Alcohol, drugs and tobacco: Making decisions	L1: Breaking the law L6 Parliament	L3 Risks with money
Year 6	Setting ground rules for RSE and PSHE	L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss	L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns	L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support	L1 Human rights L4 Prejudice and discrimination L6 National democracy	L4 What jobs are available <div>Identity</div> L2 Identity and body image

Appendix 2: By the end of primary school children should know

TOPIC	CHILDREN 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

TOPIC	CHILDREN SHOULD KNOW
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

TOPIC	CHILDREN SHOULD KNOW
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

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
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	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.