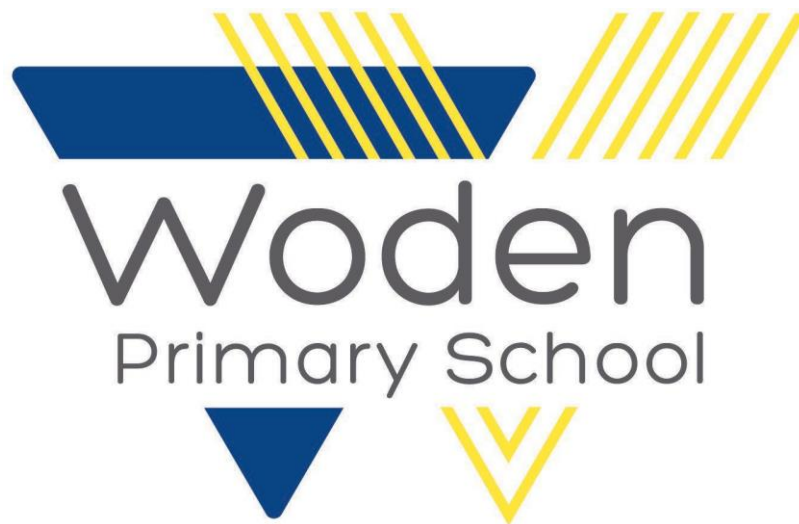


Health, Sex and Relationships Education Policy



September 2020



Woden Primary School **Health, Sex and Relationships Education Policy**

Background Information

Woden Primary School is a large two form entry primary school; it is built close to a main city route to Wolverhampton, and serves a diverse community.

Many of the children are from a variety of ethnic backgrounds, and a very high percentage have English as a second language. There is a 60 place nursery where attainment on entry is below average. There are around 425 pupils on roll.

This policy was developed by the school's PSHE Co-ordinator through consultation with staff members, governors, parents/carers and the school PSHE adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

Roles and responsibilities

- Governors - i.e. approval, etc.
- SLT - support, etc.
- Staff - expectations of delivery, teaching etc.
- PSHE lead ensuring resources fit for purpose, monitoring and evaluation etc.

Working with parents

The delivery of Relationships Education and Sex Education is built upon a partnership between school and parents/carers.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. All schools should work closely with parents when planning and delivering these subjects.

Aims and Objectives of the policy

This policy is a working document which provides guidance and information on all aspects of RE (Relationships education) and SE (Sex education) in the school for staff, parents/carers and governors.

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, friendships, human sexuality and sexual health.

Intended outcome and values

The SRE programme at Woden Primary reflects the school ethos and demonstrates and encourages the following values:

- Learning the value of respect, love and care for yourself;
- Learning the value of respect, love and care for others;
- Learning to manage emotions and relationships with confidence and sensitivity;
- Learning to make decisions based on understanding and take responsibility for these actions;
- Learning to take responsibility for their family, friends schools and wider community.
- Learning to understand healthy relationships, caring friendships and respecting all friendships.

While sex education in our school means that we give children information about:

- Sex education should be taught in the context of a loving, caring and stable relationship
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- It is important to build positive relationships with others, involving trust and respect

Development of the Policy

This policy was formed in consultation with the following legislation:

- **Education Act (1996)**
- **Learning and Skills Act (2000)**
- **Education and Inspections Act (2006)**
- **Equality Act (2010),**
- **Supplementary Guidance SRE for the 21st century (2014)**
- **Keeping children safe in education – Statutory safeguarding guidance (2016)**
- **Children and Social Work Act (2017)**

Content

Our RSE is an integral part of our whole school PSHE provision.

We are currently using the JIGSAW scheme of work.

At Woden as part of our programme of study we also include elements of non-statutory sex education as we believe that this is a fundamental part of childhood development in order to keep ourselves safe.

It is a statutory requirement for all primary schools to deliver Relationships Education and Health Education from September 2020. DfE Guidance on these requirements can be viewed here.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

It is not a statutory requirement to deliver sex education at primary phase, other than that which is required within National Curriculum Science. Elements of related content, such as puberty, menstruation are a requirement of Health Education and sit within the unit within this theme entitled 'Changing Adolescent Body'.

In Key Stage 1 pupils learn:

Year 1 - Life cycles, Body changes, Boys and girl's bodies, Learning and growing and how to cope with these changes.

Year 2 - Life cycles in nature, Growing from young to old, Changing me, Body changes and being assertive and Looking ahead to Year 3.

In Key Stage 2 pupils learn:

Year 3 - How babies grow, Babies, Outside body changes, Family stereotypes and looking ahead to Year 4.

Year 4 - Boys and girl's puberty lessons, Circle of change, accepting change and Looking ahead to Year 5.

Year 5 - Self and body image, Puberty for girls*, Puberty for boys*, conception* and looking ahead to Year 6.

Year 6 - Self and Body image, Puberty*, Conception*, Babies and how babies are born* and looking ahead to Secondary School.

**Points in italics are covered by the DVD resources. (LA resources) and delivered by school nurses.*

All the materials used with children as part of our Relationships education and non-statutory RSE are age appropriate. These have been developed to meet the needs of our pupils at Woden.

Parents are welcome to view any of the resources used as part of our PSHE/RSE curriculum approach. Please contact the PSHE lead within school to arrange this.

Organisation – Curriculum Design

An effective SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At Woden Primary SRE, as identified above, will be delivered through JIGSAW a mindful approach to PSHE during timetabled sessions each week.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

There may be occasions where appropriate visitors, for example the School Nurse, may deliver elements of SRE within school in order to enhance the learning experiences and development of skills for specific groups of pupils.

Monitoring and evaluation

We regularly review our PSHE education programme to ensure that any content is effective and meets the needs of our children. The PSHE lead will regularly monitor the subject via lesson observations, pupil voice so that pupil opinion is considered, scrutiny of planning and work etc.

As part of our reporting process to Governors, the curriculum lead for school would report on any appropriate monitoring of PSHE, including RE/RSE.

Staff who deliver RE/RSE as part of PSHE are expected to speak with the subject lead to flag any additional needs or issues with any materials being used.

All lesson plans used from within the Jigsaw programme of study are planned out for staff and resources are provided. Staff are expected to annotate planning as required and also create any additional resources to support classroom delivery (e.g Smart Boards).

Staff CDP

Woden Primary believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE as required.

Specific Issues within SRE

Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias, following the principles of our school values and ethos. Topics are presented using a variety of views and beliefs that are reflective of the school community which we serve and wider society. This ensures that pupils are able to explore and form their own opinions but also respect others that may have a different opinions and life experiences.

Dealing with Questions

Questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later, especially if the question is not deemed to be appropriate for the age of pupils or the theme being delivered.

Where appropriate, teachers will try to answer a question in an age-appropriate way. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-

ordinator if they are concerned with any questions which pupils ask and may lead them to believe there is a safeguarding concern.

Teachers will make use of ground rules within all RE/RSE sessions to ensure that a safe learning environment is achieved to allow pupils to explore and discuss topics in an appropriate way, yet also be clear on expectations around inappropriate questions on unintended disclosures.

In some sessions, teachers may choose to use 'anonymous question boxes' as a means of dealing with any additional questions pupils may have. Pupils will also be signposted to internal and external support within school if needed. E.g. Pastoral care etc.

Parental right of withdrawal

Our school seeks to work in partnership with parents and carers to provide age-appropriate and effective Relationships Education and Sex Education to children. Our programme of study aims to complement and support the role of parents as first teachers of their children.

There is no parental right of withdrawal from Relationships Education, Health Education or sex education delivered as part of the NC Science programme. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education provided in school. We would encourage all parents to carefully consider this matter if they wish to withdraw their child from any non-statutory lessons. Those parents/carers wishing to exercise their right to withdraw their children from such lessons are invited in to see the PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Any pupil who is withdrawn from non-statutory sex education will be given

appropriate work for the duration of the session and will be taught elsewhere in the school for the duration of the session.

At the beginning of Summer term parents of children who are in year groups where non-statutory content will be delivered will be informed by letter of forthcoming SRE lessons and will also have the opportunity to view resources prior to delivery. These lessons will complement and support their role as parents in teaching their children about sex, relationships and growing up.

Y6 -

Safeguarding and Confidentiality

Teachers conduct RSE lessons in a sensitive manner and with the needs of pupils at the fore. Teachers are aware that effective RE and RSE which brings an understanding of what is and is not appropriate in relationships can lead to a disclosure of a child protection issue. If a child makes a disclosure, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Visitors/external agencies which support the delivery of RE/RSE will be required to follow this policy and give due regard to the schools safeguarding policy and procedures.

If the teacher has any concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead as a matter of urgency.

Inclusion

It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education which is appropriate for their age, physical and cognitive development, with differentiated provision if required. We aim to ensure that our programme is accessible to all pupils, including any pupils with special educational needs or disabilities.

In teaching Relationships and Sex Education, we also understand the importance of equality and respect and the duties placed upon us by the Equality Act 2010.

Dissemination

This policy is available to the school community via the school website so that all stakeholders are able to access it. Hard copies are available from the school office on request.

Policy review

The PSHE Co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years or sooner if required.

This policy is approved by CLPT board.

This policy will be next reviewed on July 2022.

Signed: Local Governing Board Chair

Head: Mrs H Vernon

PSHE lead: Mrs W Jones