

Relationships and Sex Education Policy

The Purpose of the policy

As a primary school we are required by the DFE to deliver a relationships education curriculum. We deliver this as part of our Well-being curriculum. The statutory guidance is set out in *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This policy sets out how we approach and deliver the statutory and non-statutory requirements.

Sex education is not statutory, but we believe that age-appropriate sex education is essential in preparing children to lead a healthy lifestyle. Some elements of sex education are covered in our science curriculum. Additional content delivered as part of RSE is outlined in this policy.

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1. Aims

The aims of RSE at Wildwood are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. What is relationships and sex education?

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. RSE is not about the promotion of sexual activity.

3. An inclusive and progressive approach

The Equality Act (2010) outlines that schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

We have an inclusive and progressive approach to RSE that will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect for all people.

4. Our values – relationships and community

We believe that positive relationships are the key to a happy and successful life. This policy sets out how we meet the requirement for a specific relationships education curriculum. However, learning about the importance of positive relationships is not limited to the RSE curriculum. Creating a supportive community through caring and sensitive relationships is one of the core values of our school, and something that underpins everything we do.

5. Content of the RSE curriculum

RSE at Wildwood forms part of our well-being (PSHE) curriculum. We have enhanced the model primary curriculum published by the PSHE association, to include more detail on emotions, the body, the brain and nervous system, mindfulness, self-awareness, conflict resolution using nonviolent communication and spirituality. RSE is its own discrete section within the well-being curriculum with learning objectives organised into the following themes:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour, bullying, giraffe language & conflict resolution (nonviolent communication)
- Safe relationships
- Respecting self and others

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).

Sex education objectives will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born
- Sexual abuse and what they should do if they are worried about any sexual matters and where to get help

6. Delivery of RSE

Most aspects of RSE are taught as part of well-being, although some biological aspects are covered within the science curriculum.

RSE is usually delivered in mixed gender groups; however there may be occasions where single gender groups are more appropriate and relevant.

We specifically teach children using language and explanations appropriate for their age and maturity, thus avoiding confusion, embarrassment and shame.

Creating a Safe Learning Environment

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions and use of a question box
- Strategies for checking or accessing information

Answering difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE.

Teachers will answer questions relating to the taught planned curriculum for that age group to the whole class. If non-age-appropriate questions are raised teachers may:

- Explain that some questions cannot be answered because they are not age appropriate
- Refer pupils to parents/carers to explain (non) age-appropriate questions

If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the head of school. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Safeguarding Lead as outlined in our Safeguarding Policy.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory parts of RSE –elements relating to sex education not covered in the science curriculum. Parents will be informed when it is planned that learning will include sex education objectives, with enough notice to withdraw their child.

Requests to withdraw must be made in writing (by email) to the Well-being Lead.

Parents do not have the right to withdraw their child from the statutory relationships education elements of RSE.

8. Roles and monitoring

The school Well-being Lead is responsible for overseeing policy and curriculum development, and for monitoring the quality of RSE teaching and learning through lesson observations and by talking to pupils to review their understanding of RSE topics.

The delivery of the RSE curriculum is the responsibility of the class teacher.

9. Policy development and review

This policy was developed initially (before the school opened) by the school founders in consultation with a range of prospective parents from diverse backgrounds, with regard to the statutory guidance and relevant law mentioned above.

The review process is led by a staff member (the school Well-being Lead) with full involvement of pupils and parents. The Well-being Lead ensures that pupils and parents

from diverse backgrounds input into the process, however, all parents, pupils and staff are given the opportunity to review and suggest changes. The Well-being Lead ensures that the policy is amended to reflect any changes in the law and DFE guidance.

After this review and amendment process, the policy is reviewed and approved by the school trustees.

The policy will be reviewed fully every three years, but will also be updated as required by changes in the law or statutory guidance.

Policy created: September 2022

Last updated: September 2022

Next review: September 2025

Changes log

Policy was created by Steve Tromans and then reviewed with the other founders in mid-September 2022.