



Relationships and Sex Education Policy

Date: September 2021

Responsibility: Headteacher

Review Date: September 2024

Intent

At Wootton Primary School, our overarching aims for RSE are as follows:

- To deliver high-quality, age-appropriate and ability appropriate RSE lessons as part of our overall planned school curriculum and ethos
- To fulfil our legal obligations related to RSE, whilst taking account of parent/carers views
- To ensure pupils are provided with accurate information from reliable sources
- To use a range of appropriate resources matched to the strengths and needs of individual pupils
- To provide pupils with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions
- To encourage pupils to remember what they learn to support their ongoing preparation for the future

Introduction

This policy sets out Wootton Primary School's approach to statutory Relationships Education and non-statutory Sex Education. We have based our school's relationships and sex education (RSE) policy on the statutory guidance document '[Relationships and Sex Education \(RSE\) and Health Education](#)' (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

The Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum. This includes the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing

on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”.

Within this policy, as stated in the DfE guidance, Relationships Education is defined as teaching children about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with other children including adults and also online/offline relationships. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘Our RSE curriculum’ section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we have specifically identified any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Rationale and Ethos

At Wootton, RSE is underpinned by the ethos and values of our school. Our aim is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge, skills and understanding. Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. These skills and attributes will help pupils to stay healthy, safe and prepare them for life and work in modern Britain. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful individuals. RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills and increase their knowledge and understanding of how to make informed decisions and life choices.

Our Aims for RSE

The aims of Relationships and Sex Education (RSE) at Wootton are to:

- provide a framework in which sensitive discussions can take place;
- help pupils develop feelings of self-respect, confidence and empathy;
- form positive attitudes and values;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- prepare pupils for puberty and the importance of health and hygiene;
- respect their own bodies;
- explore and understand the term ‘consent’;
- teach pupils about how humans reproduce;
- respect the views of others;
- encourage positive behaviour;
- create a positive culture and emphasise the importance of loving and safe relationships;

- reflect our school's 'Respect Values', particularly understanding, demonstrating and promoting 'Respect Yourself' and 'Respect Others'. This also supports our school's aims of 'developing a sense of self, others and the world'

Role and Responsibilities

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE/RSE Lead with the support of the headteacher and the Curriculum Leader.

At Wootton, PSHE lessons are taught by class teachers. Teaching staff have recently received training in the delivery of the RSE curriculum through dedicated staff meetings led by the PSHE/RSE Lead.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of all of our pupils.

Our RSE Curriculum

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive and healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Wootton, we use a scheme of work across the school (Key Stage 1 and Key Stage 2) from 'Growing Up with Yasmine and Tom', which is accredited by the PSHE Association and fully meets the DfE guidance on Relationships and Sex Education. Children from Year 1-6 will see the characters (Yasmine and Tom) grow up with them throughout their time at Wootton. The scheme includes a series of flexible, age appropriate lessons as well as fun, interactive whiteboard activities for children aged 5-11. Animation, sound and touch-screen activities bring the characters (Yasmine and Tom) to life, as they cover topics including the body, relationships, families, friendship, online and offline safety and puberty. We also use Channel 4's Living and Growing programme and Kapow Primary to support and aid our RSE curriculum.

We have selected these particular schemes at Wootton because we feel that it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships Education.

Statutory Relationships Education

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is and the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum are set out below.

Families and people who care for me

Children should know:

- 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, including same-sex relationships or relationships which include trans people;
- 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

Pupils should know:

- 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.

Respectful relationships

Pupils should know:

- 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

Pupils should know:

- 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.

Being safe

Pupils should know:

- 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.

Non-statutory Sex Education

At Wootton, we have decided that children are taught Sex Education through our PSHE and science curriculum. Children are taught in an age appropriate way about puberty and the associated physical and emotional changes. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a Sex Education programme tailored to the age and the physical and emotional maturity of pupils and this should include how a

baby is conceived and born. Although Sex Education is not compulsory in primary schools, at Wootton we believe that children should understand the facts about human reproduction before they leave primary school. We therefore provide non-statutory sex education, which covers how human reproduction and conception occurs. This is included for Years 5 and 6 in the 'Growing Up with Yasmine and Tom' scheme of work, Channel 4's Living and Growing programme and Kapow Primary.

RSE teaching at Wootton usually takes place in the summer term (Term 5 or 6), as this is when we feel that children are more mature within their year group (please see Appendix A for our whole school RSE curriculum).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how our teachers manage any difficult questions during RSE lessons.

We believe that teaching this non-statutory and additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons. Please see the 'Managing Difficult Questions' section within this policy in regard to this process.

Delivery of RSE at Wootton

All elements of our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner as part of our regular weekly timetabled PSHE lessons or throughout the afternoons in a given week. Parents and carers will receive this information via email from their specific year group.

Teaching and Learning Strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session a set of ground rules will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. In every year groups' first lesson within the scheme 'Growing up with Yasmine and Tom', there are planned opportunities for ground rules to be established.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Anonymous question boxes (worry boxes)- These can help children to have the confidence to ask sensitive questions and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE/RSE lead and Senior Leadership Team on these matters as required.

Managing Difficult Questions

During PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class;
- clarify that personal questions should not be asked;
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. parent/carer, school nurse, teacher, pastoral staff etc.

In some lessons, an anonymous question box (worry box) may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. At Wootton, we believe that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with our school if they have any questions or queries and if they would like advice on how to better support their child and continue any learning outside of the classroom.

Recording and Assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as through questioning, observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Children may also have a worksheet to complete for a particular unit of RSE and this will be gathered as evidence in each child's PSHE folder. Elements of RSE that occur in the science curriculum will be assessed through recorded work in science books to establish age related expectations of knowledge and understanding.

Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will report their concerns to the attention of the Senior Leadership Team and the Designated Safeguarding Leads.

Inclusivity

Special Educational Needs and Disability (SEND)

Our pupils have different needs based on their emotional and physical development, life experiences and learning differences but we aim to ensure that all pupils are effectively included in our RSE lessons at Wootton. Teachers will plan and deliver learning in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation. All RSE is taught without bias and in line with legal responsibilities, such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. At Wootton, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values, as well as encouraging activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation. Our RSE curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

The Role of Parents/Carers Right of Withdrawal

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- inform parents about the school's RSE policy and practice;
- provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- answer any questions that parents may have about RSE for their child;
- take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all **non-statutory** Sex Education other than that which is part of the National Curriculum for Science.

Please note that there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach.

We will inform parents and carers of the right to withdraw via email from your child's specific year group in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from **non-statutory** Sex Education should talk with the class teacher, the PSHE/RSE Lead or the head teacher, who will explore any concerns, explain/show the outline and content of the lessons and discuss resources being used. If parents still wish to withdraw their child from **non-statutory** Sex Education lessons, this request must be put in writing to the head teacher and will be recorded. Suitable alternative arrangements will be made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents and carers should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of national curriculum Science. Also, if a child feels uncomfortable at any time regarding any of the aspects of the RSE curriculum, then they can withdraw themselves. Children will be encouraged to discuss any concerns or worries with an adult and further support will be put in place if needed.

Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we will regularly review our RSE curriculum to evaluate its effectiveness and will inform parents/carers of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision and the PSHE/RSE Lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

Location and Dissemination

Copies of this policy are held by the Headteacher and PSHE/RSE Lead. Further copies are available in the staff policy folder on the Staff Drive, on the school website and from the school office on request from parents/carers.

Staff Support and Training

Wootton Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE/RSE Lead will access courses or will have INSET opportunities to assist staff involved in the delivery of RSE in accordance with the School Improvement Plan.

Appendix A- Year 1-Year 6 RSE coverage from 'Growing up with Yasmine and Tom'

Module 1: (5-7)	Lessons Taught
Year 1	Lesson 1: Introducing Yasmine and Tom (watch the video to introduce the scheme and this year's coverage, as well as setting ground rules) Lesson 2: Friendships and feelings Lesson 3: Different families
Year 2	Lesson 1: Introducing Yasmine and Tom (Introduction to this year's coverage and setting ground rules) Lesson 4: My brilliant body Lesson 5: Keeping clean and taking care of myself Lesson 6: Naming body parts Lesson 7: Keeping safe

Module 2: (7-9)	Lessons Taught
Year 3	Lesson 1: Introducing Yasmine and Tom (Introduction to this year's coverage and setting ground rules) Lesson 3: Me, myself and I Lesson 4: What makes a good friend? Lesson 7: Body care
Year 4	Lesson 1: Introducing Yasmine and Tom (Introduction to this year's coverage and setting ground rules) Lesson 2: Gender stereotypes and aspirations Lesson 5: Families and getting on with your families Lesson 6: My personal and private body parts and keeping safe Lesson 8: Is it risky? Lesson 9: People who can help us on and offline

Module 3: (9-11)	Lessons Taught
Year 5	Lesson 1: Introducing Yasmine and Tom (Introduction to this year's coverage and setting ground rules) Lesson 2: Online and offline friendships Lesson 3: Friendships and secrets Lesson 4: Friendships and pressure Lesson 5: Keeping safe- Safe and unsafe touch Lesson 6: Keeping safe- online images Lesson 7: Changes at puberty Lesson 8: Periods (menstruation)
Year 6	Lesson 1: Introducing Yasmine and Tom (Introduction to this year's coverage and setting ground rules) Lesson 9: Wet dreams and masturbation Lesson 10: Making babies- Sexual intercourse Lesson 11: Making babies- assisted fertility and multiple births Lesson 12: Making babies- Pregnancy and birth Lesson 13: Identity and prejudice Lesson 14: Equality and the law Lesson 15: Getting help

Links and useful guidance:

['Relationships and Sex Education \(RSE\) and Health Education' \(DfE, 2019\)](#)

["Writing your school's relationships and sex education \(RSE\) policy" \(PSHE Association, September 2018\).](#)

[Understanding Relationships and Health Education in your child's primary school: a guide for parents](#)

[Foreword by the Secretary of State 13 September 2021](#)

[Regulations for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)