

# **Webheath Academy Primary School**

## **RSE Policy – 2021**



**Approved, ratified and adopted by the local governing body on 22nd November 2021.**

**Chair: Jo Veale**

**This policy will be reviewed annually**

## **Rationale and Ethos**

This policy covers our school's approach to provide an education of the highest quality that is built upon the needs of the individuals in its care. We aim to build resilience, encourage a positive mindset and allow the children to develop interpersonal skills. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community and look to the world and community beyond our school gates for comparisons. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through high quality teaching that is differentiated and personalised to ensure accessibility. We use our Webheath values to promote positive attitudes to learning which reflect the values and skills needed to promote ownership for learning and future success. Our school values are:-

- Responsibility
- Listeners
- Learning
- Kindness
- Respect
- Honesty

## **Requirements**

Current regulations and guidance from the Department for Education states that Relationships Education and Health Education is compulsory in all primary schools from September 2020. Primary schools are required to teach the elements of sex education contained in the science curriculum. At Webheath Academy Primary School we teach RSE as set out in this policy. Documents that inform this policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

## **Definition of RSE**

RSE is about the emotional, social, and cultural development of pupils. This involves developing the knowledge, skills and attributes they need to build and maintain healthy, respectful relationships, focusing on family and friendships in all contexts. This will sit alongside the essential understanding of how to keep themselves healthy and safe and prepare for life and work in modern Britain. Teaching about mental wellbeing will be central to this to give them the knowledge and capability to take care of themselves and receive support if problems arise. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## **Aims**

The aims of Relationships and Sex Education (RSE) at Webheath Academy Primary 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
- Promote the spiritual, mental, social and cultural development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of adult life

## **Roles and Responsibilities**

### **The Governors**

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

## **The Headteacher**

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

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes in RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

All teaching staff are responsible for leading the learning about relationships.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This is in line with the school value of respecting every individual and their beliefs.

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

## **Parents/Guardians/Carers**

The teaching of RSE at Webheath should be complementary to and supportive of the role of parents, guardians and carers; who carry the primary responsibility to teach sex and relationships to their children and help them cope with the emotional and physical aspects of growing up.

## **Parents right to withdraw**

Parents do not have the right to withdraw their children from relationship education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE covered in Year 4 and Year 6.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using the **PSHE Association Programme of Study for PSHE Education Key Stages 1-5 Jan 2020**.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Pupil's questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Webheath Academy believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support.

### **Training**

Teaching staff will receive RSE training where necessary. 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.

### **Confidentiality**

Staff working with pupils cannot offer unconditional or absolute confidentiality. They have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) Mrs. Janine Burton.

Visitors and external agencies which support the delivery of RSE are bound by the same conditions and must pass on any information that feel needs responding to via the member of staff present.

### **Safeguarding**

At Webheath Academy Primary School we believe that our pupils should be kept safe from harm through effective safeguarding procedures and educating every pupil about how to care about their bodies and protect themselves from physical and emotional harm.

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. They have a duty to report concerns about pupils who they feel are at risk of harm and should consult with the Designated Safeguarding Lead, Mrs. Janine Burton, and in her absence their deputy Mrs. Jayne Woodward.

### **Parental and Community Involvement**

Working with parents is a vital part of the whole school approach to RSE/PSHE. Aspects of it are included in our home-school agreement. Parents are invited to join in events in school and are regularly informed of events and developments on the website and school newsletter.

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of

the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

## **Delivery of RSE**

At Webheath Academy Primary School, our RSE programme is an integral part of our whole school PSHE education curriculum, using the **Programme of Study for PSHE Education Key Stages 1-5 Jan 2020**, as outlined by the PSHE Association.

It is embedded in our daily practice, through our school values. It aims to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of learning grouped into three core themes. It covers and goes beyond the current statutory guidance for health education and relationships education. RSE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions or ask for help if needed. The three strands are -

- Core Theme 1 – Health and Well-being:-
- Core Theme 2 – Relationships:-
- Core Theme 3 – Living in the Wider World
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Across all year groups, pupils will be supported with developing the following skills:-

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Developing healthy relationships
- Collaboration through discussion and group work

### **EYFS**

At Webheath Academy Primary School, children develop skills that form a crucial foundation for later teaching of PSHE and RSE at Key Stage 1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Social and Emotional Development (PSED) and Health and Self Care. The aims for teaching in the Foundation Stage come from the Development Matters Guidance and the Early Learning Goals. The three Early Learning Goals for PSED are:

- Making relationships
- Self-confidence and Awareness
- Managing Feelings and Behaviour

### **Assessment**

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives. There is no summative assessment in RSE/PSHE. Children will be assessed on coverage of the subject and their understanding through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Lessons are planned, starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

### **Monitoring and Evaluation**

Monitoring is carried out to ensure teaching is in line with school policy and the pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

The PSHE co-ordinator is responsible for the monitoring and evaluation of RSE. Methods used include:-

- Learning walks

- Discussions with staff
- Pupil voice
- Work scrutiny – whole class/key stage and smaller samples
- Moderation of pupil's work across the school
- Scrutiny of planning
- Scrutiny of working walls/displays
- Feedback form parents/carers

### **Resources**

PSHE Association Programme of Study for PSHE Education (Key Stages 1-5) 2020

PSHE Association Programme Builders for PSHE Education KS1-4 - Primary Programme Builder