



Wickham Common Primary School

Relationships and Sex Education Policy

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Relationships education overview
6. Relationships education per year group
7. Sex education
8. Delivery of the curriculum
9. Working with external experts
10. Equality and accessibility
11. Curriculum links
12. Withdrawing from the subjects
13. Behaviour
14. Staff training
15. Confidentiality
16. Monitoring quality
17. Monitoring and review

Statement of intent

At Wickham Common Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships and Health Education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices. Health Education is taught under the umbrella term of PSHE (Personal, Social and Health Education) which is included in our PSHE Policy.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationships and Sex curriculum for all our pupils. This policy sets out the framework for our Relationships and Sex curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Governors	Date: _____

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Inclusion Policy
- Anti-Bullying Policy: Pupils
- E-safety Policy
- Visitor Policy

2. Roles and responsibilities

2.1. The Governing Body is to oversee:

- Pupils' progress in achieving the expected educational outcomes.
- A well-led curriculum which is effectively managed and well planned.
- The quality of provision through regular and effective self-evaluation.
- Teaching delivered in ways that are accessible to all pupils with SEND.
- The provision of clear information for parents on subject content and their rights to request that their children are withdrawn.
- That subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The RSE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the RSE curriculum.
- Ensuring the RSE curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the RSE curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

2.4. Class teachers are responsible for:

- Delivering a high-quality and age appropriate RSE curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to RSE.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the Inclusion Leader to identify and respond to individual needs of pupils with SEND.
- Working with the RSE subject leader to evaluate the quality of provision.

2.5. The Inclusion Leader is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory Relationships Education and Health Education.

3.2. For the purpose of this policy, “**Relationships and Sex Education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3. The delivery of the Relationships and Sex Education will be delivered as part of the School's PSHE curriculum.

- 3.4. The Relationships and Sex Education curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.5. The RSE curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.6. We consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
 - Focus groups
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.7. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the headteacher.
 - Emailing office@wickhamcommon.bromley.sch.uk
 - Submitting written feedback into the suggestions box in the school office.
- 3.8. The School has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

4. Consultation with parents

- 4.1. The School understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The School works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Section 3 of this policy.
- 4.3. Parents are provided with the following information:
- The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 4.4. The School aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

5. Relationships Education overview

Families and people who care for me

5.1. By the end of primary school, pupils will know:

- That families are important for them 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

5.2. By the end of primary school, pupils will 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults (consent).

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

6. Relationships Education per year group

- 6.1. The School is free to determine, within the statutory curriculum content outlined in Section 5, what pupils are taught during each year group.
- 6.2. The School always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The School plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

7. Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

- 7.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 7.2. The School is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 7.3. At Wickham Common, we do teach pupils sex education beyond what is required of the science curriculum.
- 7.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with Section 3 and Section 4 of this policy.
- 7.5. Parents are given the opportunity to advise on what should be taught through sex education.
- 7.6. The age and development of pupils is always considered when delivering sex education.

8. Delivery of the curriculum

- 8.1. The RSE curriculum will be delivered as part of our PSHE curriculum.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 8.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the RSE curriculum, rather than delivered as a discrete unit or lesson.
- 8.6. The School ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 8.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 8.8. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 8.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.10. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 8.11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the School's E-safety Policy.
- 8.12. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly.
- 8.13. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

- 8.14. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.15. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 8.16. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 8.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.18. Any resources or materials used to support learning will be formally assessed by the RSE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 8.19. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

9. Working with external experts

- 9.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 9.2. The School will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the [Visitor Policy](#).
- 9.3. The School will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 9.4. Before delivering the session, the School will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 9.5. The School will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 9.6. The School will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 9.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

10. Equality and accessibility

- 10.1. The School understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
- Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 10.2. The School is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 10.3. The School understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about Relationships and Sex Education, and the programme will be designed to be inclusive of all pupils.
- 10.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 10.5. Provisions under the Equality Act 2010 allow Wickham Common Primary School to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 10.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 10.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the School implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

11. Curriculum links

- 11.1. The School seeks opportunities to draw links between Relationships and Sex Education and other curriculum subjects wherever possible to enhance pupils' learning.
- 11.2. Relationships and Sex Education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

12. Withdrawing from the subjects

- 12.1. Relationships and Health Education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 12.2. As Sex Education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the Sex Education curriculum.
- 12.3. While the Headteacher will grant withdrawal requests, the Headteacher is obliged to discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.4. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 12.5. The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 12.6. The Headteacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the science curriculum.
- 12.7. The parent will be informed in writing of the Headteacher's decision.
- 12.8. Where a pupil is withdrawn from Sex Education, the Headteacher will ensure that the pupil receives appropriate alternative education.

13. Behaviour

- 13.1. The School has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 13.2. Any bullying incidents caused as a result of the Relationships, Sex and Health Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the School.
- 13.3. Any occurrence of these incidents will be reported to a member of school staff.
- 13.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

14. Staff training

- 14.1. All staff members at the School will undergo training to ensure they are up-to-date with the Relationship, Sex Education programme and associated issues.
- 14.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

15. Confidentiality

- 15.1. Confidentiality within the classroom is an important component of Relationships and Sex Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 15.2. Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the School's Child Protection and Safeguarding Policy.
- 15.3. Pupils will be fully informed of the School's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 15.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

16. Monitoring quality

- 16.1. The RSE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 16.2. The RSE subject leader will conduct subject assessments which will include a mixture of the following:
 - Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
 - Talking to children in different year groups
- 16.3. The RSE subject leader will work regularly and consistently with the Headteacher and RSE link governor, to evaluate the effectiveness of the subjects and implement any changes.

17. Monitoring and review

- 17.1. This policy will be reviewed every three years by the RSE subject leader and Headteacher. The next scheduled review date for this policy is September 2023.
- 17.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 17.3. The Governing Body is responsible for approving this policy.
- 17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.