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| Date Approved by Governing Body | September 2024 |
| Next Review Date by Governing | September 2027 |

'Let your light shine!'



Make your light shine, so others will see the good you do and will praise your Father in heaven.
Matthew 5:16

Waterhouses CE Primary Academy and Nursery

Relationships and Sex Education (RSE) Policy

Under guidance issued by the DfE September 2020, Relationships Education at all primary schools is compulsory and lessons should be tailored to the age and the physical and emotional maturity of the children.

It is recommended that Sex Education is taught in primary schools, in an age-appropriate manner and we feel it is an important part of our job to help prepare children for their futures, teaching them about respectful relationships. In our school, RSE is about all our children understanding the importance of family life, stable relationships, love, respect, care and being safe.

It is up to us as a school to make sure that the needs of all our pupils are met. Children at Waterhouses CE Primary Academy and Nursery need to feel that RSE is relevant to them and sensitive to their needs.

RSE will be taught as part of the Personal, Social and Health Education curriculum in our school and we use the Kapow scheme of work.

Who Will Teach It?

All teaching staff will teach RSE as part of the Science and the PSHE Curriculum. Opportunities will be provided in Y6 for separate lessons on physical changes.

By the end of Primary School our pupils should know:

Families and relationships (people who care):

Pupils 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 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 other people's 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:

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.
- Those 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.

Dealing with Sensitive Issues:

Governors and teachers are in agreement that teachers should answer all children's questions relating to RSE in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences.

We will not use RSE as a way of promoting any form of sexual orientation and we will be sensitive towards the cultural and religious values of the pupils in our school.

RSE needs to start early in primary school so that children learn about caring relationships and love. They need to understand their bodies, be able to recognise if other people make them feel uncomfortable or unsafe and know that they can report abuse and get help if needed.

It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

Teaching PSHE and RSE to children with SEND:

All pupils, regardless of their needs must be part of RSE lessons (unless withdrawn from the RSE education see below), as it is an important part of developing healthy relationships. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who have learning difficulties.

Equality and Diversity:

At Waterhouses Primary Academy and Nursery, RSE is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our RSE education provision, in accordance with the 'Equality Act 2010'.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in, or being likely to be involved in sexual activity, or exhibits sexualised behaviour, including the use of language that is not age and stage appropriate then the teacher will deal with it as a matter of child protection by following the school's agreed protocols for Safeguarding.

Teachers will respond in a similar way if a child indicates that they may have been experiencing abuse. If the teacher, or any other adult, has concerns, they will bring these to the attention of the Designated Safeguarding Lead (DSL) Mrs. Joy Hulme or the (DDSL) Mrs. Rachel Linton. The DSL or DDSL will deal with any matters in line with the school's Safeguarding Policy and protocols.

Sexual Identity and Sexual Orientation

Waterhouses Primary Academy believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with questions about sexuality, sexual orientation etc. whilst offering support and understanding. The school will signpost pupils, and/or parents (carers), to relevant support agencies if this is deemed appropriate. Homophobic, bi-phobic or transphobic remarks will be dealt with strongly, yet sensitively, and the Head Teacher will liaise with parents regarding such matters as appropriate.

Parents:

We endeavour to maintain positive and supportive relationships with our parents/carers by:

- Keeping parents/carers informed of oncoming lessons – see our website for the Long-Term Planning and the RSE vocabulary for each term's topic.
- Taking seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school.

Right to withdraw from sex education:

Parents have the right to withdraw their child from all or part of the RSE programme, except for those parts included in the statutory National Curriculum. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Head Teacher, in person, by prior appointment, and make it clear which aspects of the programme they do not wish their child to participate in.

Where a child is withdrawn from all or part of the programme this will be managed discretely and with sensitivity. The school always complies with the wishes of parents in this regard.

Parents are informed that the RSE curriculum is an essential vehicle in supporting the School's statutory duty to:

- Safeguard and promote the wellbeing of their children
- Advance the 2010 'Equality Act'
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life

Vocabulary:

Vocabulary is linked with the planning and can be viewed through a separate document which is available alongside this policy on the academy website.

The document outlines the key vocabulary and definitions and coverage of keywords that is covered across our RSE & PSHE scheme of work in all year groups.

Date Reviewed:

Date Ratified: