

Woodside Academy



Relationship and Sex Education Policy

***“We insist on Children’s entitlement to a broad range of knowledge and skills and the chance to develop creatively, emotionally and spiritually”
from School Vision Statement “Excellence Through Opportunity”***

Agreed September 2024

Introduction

At Woodside Academy we teach RSE as set out in this policy. As a maintained primary school we must provide Relationship Education to all pupils as per Section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to this. We are also not required to provide sex education but do need to teach the elements of Sex Education contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Aims

The aims of Relationship and Sex Education (RSE) at our 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

What is RSE?

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, 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.

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum in table below.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects are included in Religious Education (R.E). Pupils also receive stand-alone Sex Education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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, and foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (children looked after by children or young carers).

How are children involved in the school's decision making procedures?

Our curriculum is set out as per the below table but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking in to account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy teachers will respond in an appropriate manner so that they are fully informed and don't seek answers online.

RSE Curriculum

By the end of primary school pupils will be taught the following:

| Topic | Pupils Should Know |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>That other'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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> |
| Caring friendships | <p>How important friendships are in making us feel happy and secure and how to choose and make friends.</p> <p>The characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and not to make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p> |
| Respectful relationships | <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or have different choices or have difference preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> |

| | |
|----------------------|--|
| | <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> |
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise the risks, harmful content and contact and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p> |
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.</p> <p>How to respond safely and appropriately to adults that they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> |

Responsibilities

Principal

The Principal alongside the PSHE Co-ordinator 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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to 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/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE should discuss this with the Vice Principal

Pupils

Pupils are expected to engage fully in RSE and when discussing issues related to RSE treat others with respect and sensitivity.

Parents Right to Withdraw

Parents do not have the right to withdraw their children from Relationship Education but do have the right to withdraw their children from non-statutory components of Sex Education within RSE.

Requests for withdrawal should be put in to writing using the form found in Appendix 1 of this policy and addressed to the Vice Principal. Alternative work will be given to pupils who are withdrawn from Sex Education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Principal will also invite visitors from outside of the school, such as school nurses or sexual health professional, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Co-ordinator through planning scrutinies, learning walks and drop in observations. Pupil's development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendices

Appendix 1 – Parent Form: Withdrawal from Sex Education within RSE

Appendix 1

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from Sex Education within Relationship and Sex Education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |