



The Royal School

Wolverhampton

Relationships and Sex Education (RSE) Policy

Primary Phase

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- **Change of 'Jigsaw' to 'Kapow'.**
- **Clarification of the lessons from which students can be withdrawn.**

What is Relationships and Sex Education (RSE)?

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and

offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and

confidence to view their own sexuality positively. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (SRE Guidance 2000 Page 5)

Three Main Elements (DfE, Sex & Relationship Guidance 2000)

1. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; - Developing critical thinking as part of decision-making.

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

3. Knowledge and Understanding

- Learning and understanding physical development at appropriate ages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; - The avoidance of unplanned pregnancy.

Who is responsible?

PLT will:

- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to sex and relationships education.
- Provide appropriate support to staff members who feel uncomfortable or ill-equipped to deliver RSE to pupils in order to enable them to do so. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with individual beliefs.
- Ensure that RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their on-going needs.

- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive and accessible way.
- Support and facilitate parental involvement in the development process of the RSE curriculum.
- Ensure that personal beliefs and attitudes will not prevent the school from providing a balanced RSE programme based on current best practice and guidance.
- Communicate openly with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to and considered as is appropriate. We want the provision of RSE at home to be complementary to that which school provides, and this should be clearly communicated to parents and additional support given where necessary.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding RSE. Any areas that they feel are not covered or inadequately provided for within the subject should be reported back to the PSHE Coordinators.
- Attend and engage in professional development training around sex education provision as required.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, or falls under child protection or safeguarding procedures, they should take this concern to the appropriate member of staff and follow school protocol.
- Provide regular feedback to PSHE Coordinators on their experience of teaching RSE and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with established school policy.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational or additional needs.

Pupil expectations

- Pupils are expected to attend RSE classes that are on their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.
- Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour may be dealt with under the school behaviour policy.
- We also hope that pupils will feel comfortable to talk to a member of staff regarding any concerns they have in school related to sex and relationships education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their line-manager, PSHE Coordinators or Designated Safeguarding Lead if there is a safeguarding concern or they feel ill-equipped to deal with the issue at hand. Pupils will be made aware of this guidance around confidentiality within lessons.

Parent Expectations

- The school expects parents to share the responsibility of sex and relationships education to support their child's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE in school and extend their learning appropriately. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.
- Parents have the right to withdraw their child from non-statutory elements of RSE (see 'Withdrawal of students from relationships and sex education and complaints procedure' section). However, our school asks parents to consider the positive contribution that age-appropriate RSE can make to keeping pupils

safe and preparing them for adulthood. We therefore ask that parents take the time to discuss any decision to withdraw their child with the school in advance, so that the best possible outcome can be reached for individual pupils.

Policy Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE curriculum aims to prepare students for an adult life in which they can:

Key Stage 1

Learn to recognise similarities and differences between themselves and others.

Identify and share their feelings with each other

Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

Raise children's self-esteem and confidence, especially in their relationships with others

Learn to respect and care for their bodies;

Learn to identify their emotions and those of others

Key Stage 2

Acquire information about relationships, puberty, conception

Provide the knowledge and information to which all children & young people are entitled to

Understand the processes of human reproduction

Develop the skills they need to lead a healthy safe lifestyle

Help children & young people make informed choices, to develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities

Develop the ability to form positive, non-exploitative relationships

Learn to respect and care for their bodies

Be prepared for puberty and adulthood;

Understand their emotional and physical development

Learn to identify their emotions and those of others

Learn how to ask for help and access information, advice and support from services

Inform children & young people about how to access further information and support

Understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision makers

Know what is legal in matters relating to sexual activity

Be aware of the personal, psychological, emotional and physical changes in themselves and in others

To have the confidence and self-esteem to value themselves and have empathy and respect for individuals

Generate a supportive atmosphere where age appropriate questions can be asked and answered openly (within the school's guidelines for confidentiality and safeguarding) and trust and confidentiality are ensured.

Values and RSE

Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of learning and moral development.

There are clear values that underpin RSE including:

- Mutual respect
- The value of family life, marriage*and of loving and stable relationships in bringing up children
- Rights and responsibilities, for self and others
- Commitment to safety and wellbeing
- Gender equality
- Acceptance of diversity

(*As part of sex and relationships education, children & young people should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage, therefore children & young people should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances. School should also be mindful of their responsibilities under law, such as those within the Equalities Act).

The values in RSE are consistent with the values underpinning the National Curriculum, which aims to enable all children and young people to become:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society, and which promotes the spiritual, moral, cultural, mental and physical development of learners.

RSE and The Royal School Values

Throughout RSE (both in discrete lessons and in other curriculum areas) children and young people benefit from opportunities to identify and reflect on their own values, those of others including their peers and the values of The Royal School including; Trust, Community, Initiative, Risk, Respect. RSE in school provides a safe environment for this exploration and development of positive attitudes. Well-trained teachers can facilitate discussions whilst maintaining the underpinning values listed above as a central reference point.

The organisation and content of Relationships and Sex Education

The Department for Education has introduced compulsory Relationships Education for primary from September 2020. From September 2020 it also became compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

We have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

The relevant content from statutory and non-statutory programmes of study can be found within our school curriculum information for each key stage, and in the government guidance. The resources we use in school are designed to provide a framework in which children & young people can develop their knowledge, skills, attitudes and understanding about RSE and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. It is important that children and young people are involved in assessing, reviewing and shaping RSE provision. This is the key to ensuring a curriculum that is relevant and inclusive to all.

RSE practice/provision at The Royal

RSE is embedded in the PSHE education curriculum. It helps children develop and maintain successful relationships, providing them with information that will support them with the process of puberty and helping them understand issues relating to reproduction.

In a world where children receive information about RSE from a variety of sources, many of which are inaccurate or 'unhealthy', our school aims to counterbalance these messages by providing accurate information as part of a supportive programme.

RSE is co-ordinated by Year group leads for each age group and is taught within the PSHE programme at Key Stages 1 and 2. Biological aspects of RSE are taught within the Science Curriculum and some moral aspects are taught within RE.

RSE is delivered predominantly by class teachers.

Curriculum content

The school has chosen to use the [*Kapow Primary RSE scheme of work*](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [*Kapow Primary RSE curriculum overview*](#).

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Role of Visitors

Visitors to school, such as health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons.

All outside agencies will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE coordinators and Year group leads will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher/member of staff will always be present during the lesson.

The teacher also has responsibility for ensuring that, if the visitor presents a partial view of an issue, the opposing view is presented at some point, to provide a balanced perspective.

The school nurse is involved in the planning and delivery of some of the Growing Up & Relationships lessons as outlined in the Curriculum overview.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Some classrooms may choose to have an anonymous question box which is used by the children/young people at the end of the session for their questions.

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 provision would be made to meet the individual child/young person's needs. This may involve referring the child back to their parent/carer, School Nurse or school counsellor, alternatively referrals can be made by the teacher back to the PSHE Coordinator, Primary Leadership Team or Safeguarding Lead.

Specific Issues Statements - Responding to Sensitive Issues, Inclusion

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Students with Special Educational and/or Additional Needs

We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Religious and cultural beliefs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationship and sex education. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns.

Confidentiality and Safeguarding

The classroom is never a confidential place to talk, and that remains true in relationships and sex education. Students must be reminded that lessons are not an appropriate place to discuss their personal experiences and issues, this should be reinforced through the establishment of clear ground rules.

Any visitor to the classroom is bound by the school's safeguarding policy, regardless of whether they, or their organisation, has a different policy; visitors will be made aware of this.

Teachers cannot offer unconditional confidentiality. Members of staff and the DSL/DDSLs are not legally bound to inform parents of any disclosure unless the Head teacher has specifically requested them to do so.

There may be rare occasions when a primary school teacher is directly approached by a primary aged child who is sexually active or contemplating sexual activity. This should be viewed as a child protection issue. Schools should designate a member of staff to deal with these rare incidents. (Taken from SRE Guidance, DfEE 2000).

In such cases, there should be a pathway for dealing with such issues:

- The teacher should approach a designated Safeguarding lead.
- The designated member of staff should make sensitive arrangements, in discussion with the child, to ensure that parents and carers are informed; and
- The designated member of staff should address child protection issues and ensure that help is provided for the child and the family.

Withdrawal of students from relationships and sex education

A parent or carer **cannot legally withdraw their child** from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education **unless what is being taught is part of the science national curriculum.**

The Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

Dissemination of the policy

A copy of the policy can be found on The Royal School website.

All relevant staff members will receive an electronic copy of the school's RSE policy.

The RSE policy and programme is freely available on request from the Primary Reception to the entire school community.

The policy will be ratified by the governing body annually.

Policies Linked to this Policy:

- Safeguarding Policy
- Behaviour Policy
- Anti- Bullying Policy
- PSHE Policy