



Wathen Grange RSE Policy

1. Definition

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” From September 2020 the teaching of Relationships Education became compulsory in primary schools. Sex Education lessons are non-statutory. The school is committed to ensuring both these elements are delivered within the context of a broad and balanced curriculum.

Wathen Grange School has always seen Relationships and Sex Education as an important part of children’s Personal, Social and Health Education (PSHE), essential to the care and wellbeing of all children. Parents and carers are regularly consulted through questionnaires and at meetings. Additionally, when sex education content is going to be delivered, parents are informed and reminded of their statutory right to excuse their children from this element.

We aim to prepare children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We see parents and carers as the main educators of children in RSE and our school role is to complement and reinforce children’s knowledge and understanding.

2. Aims

In our school we aim through implicit and explicit learning experiences to:

- ◆ ensure that relationship and sex education is integrated into the curriculum
- ◆ foster self-esteem and respect for others as the cornerstone of good health education and therefore of good relationship and sex education
- ◆ nurture a partnership between caring adults – teachers, ancillary staff and parents – to ensure sensitive support for children and young people as they grow and mature
- ◆ ensure children have the ability to accept their own and others’ sexuality
- ◆ encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse
- ◆ generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- ◆ answer questions that may arise with honesty
- ◆ adopt a whole school approach to Relationship and Sex Education.

3. Teaching and Learning

Effective teaching of relationship and sex education will increase pupils' knowledge of:

- ◆ the body, so that they can name parts of the body and describe how their bodies work
- ◆ human growth, development and life cycles and prepare them for puberty
- ◆ families and parenting
- ◆ safety and child protection, including online safety, in order to protect themselves and ask for help and support

It will also enable pupils to:

- ◆ improve their self-esteem
- ◆ develop confidence in talking, listening and thinking about feelings and relationships
- ◆ make informed choices and decisions
- ◆ develop personal initiative and be able to take responsibility
- ◆ recognise personal skills and qualities in themselves and others
- ◆ maintain and develop relationships
- ◆ develop self-confidence
- ◆ develop assertiveness in appropriate situations
- ◆ develop the motivation to succeed.

Within the taught curriculum, i.e. the whole school environment, pupils will be given frequent and regular opportunities to focus on feelings and to practise personal and interpersonal skills.

RSE is taught by the class teacher and teaching assistant. Class teachers may ask for support with this teaching; and should they wish not to deliver this curriculum the Headteacher or another member of staff would step-in.

Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance delivery of these aspects; for example, the school nurse. Any visitors will be checked and briefed on the planned programme to ensure the content is age-appropriate.

RSE will be taught in a moral and values framework, and include the following aspects, as defined by the statutory guidance.

3. Relationships:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships

5. Being safe

Mental health and Wellbeing:

1. Mental wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

And will include:

- self-respect
 - physical health and mental wellbeing
 - respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
 - taking account of other people's feelings
 - mutual support and co-operation
 - truthfulness and honesty
 - accepting responsibility for the consequence of our own actions
 - the right of people to hold their own views
 - not imposing our own views on other people
 - not infringing the rights of other people
 - the right not to be abused by other people or be taken advantage of
 - The right of people to follow their own sexuality within legal parameters
 - a responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion
 - the right to accurate information about sex-related issues
 - an entitlement to an appropriate and balanced RSE
 - the right to access helping services
- ## 4. Confidentiality

Wherever possible, teachers will make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. Teachers will not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage.

There is no general legal duty for teachers to disclose personal information given by a pupil to anyone else – senior managers, colleagues, parents/carers, police etc. However, teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated child protection member of staff and/or Social Services.

The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- reassuring pupils that their best interests will be maintained
- encouraging pupils to talk to their parents or carers and giving them support to do so
- ensuring that pupils know that teachers cannot offer unconditional confidentiality
- reassuring them that if confidentiality has to be broken, they will be informed first and then supported as appropriate
- if there is any possibility of abuse, following the school's child protection policy/procedure
- making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- using ground rules in lessons

5. Sexuality

RSE will include discussion of sexuality in a sensitive manner and will include positive representations of LGBT (Lesbian, Gay, Bisexual and Transgender) people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities.

6. Answering difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

7. Parents and Carers

Parents and carers will be fully informed about this policy and consulted when it is due for review. Copies of this policy and all school policies are available from the school office.

We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of relationship and sex education. We see it is important to inform and involve parents whenever possible about the RSE education programme.

Parents and carers have the right to excuse their child from receiving the sex education element of RSE. Please see the scheme of work to see what is covered. We would ask parents and carers

to come and discuss their concerns before any formal request is made. In such cases, either written or oral requests will be recorded and, for those sessions, the child will be removed to join another class with other work to complete.

The teaching of the Health, Relationships and Science Curriculum is statutory. Children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'.

8. Assessment, Recording and Reporting

Educational outcomes described in the statutory guidance (see Appendix 3) gives a framework for the assessment of pupils' personal, social and emotional development. Teachers are also able to use these outcomes to inform the development of the programme.

There is no 'pass or fail' within this area of the curriculum. Instead, pupils have the opportunity to reflect on their learning and personal experiences and to set personal goals and agree strategies to reach them. This process of assessment has a positive impact on pupils' self-awareness and self-esteem.

9. Equal Opportunities

We believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RSE regardless of race, gender, religion and ability.

The RSE scheme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. Wathen Grange will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

10. Health and Safety

RSE is an integral part of our PSHE curriculum and complies fully with our Health and Safety Policy. It also enhances our commitment to the Healthy Schools initiative. Menstruation is discussed in Years 7 and 8 in order to prepare the girls and inform the boys. Emergency sanitary products, along with disposal systems, are available