

Winnington Park Primary School and Nursery

Relationships Education, Relationships and Sex Education (RSE) and Health Education



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Our Curriculum Vision

At Winnington Park Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

This policy has been based on the 2019 guidance from the Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education document which replaces the Sex and Relationship Education guidance (2000)

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

It states that the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

By the end of primary school pupils will have learnt about:

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

We teach the above in the context of the school's aims and values using the PSHE I decision programme and resources.

In Key Stage 1 the topics are; keeping/staying safe, keeping/staying healthy, relationships, being responsible, feelings and emotions, computer safety, our world, fire safety and money matters.

In Key Stage 2 the topics are keeping/staying safe, keeping/staying healthy, growing and changing, being responsible, feelings and emotions, computer safety, the working world, our world, a world without judgement and First Aid.

Children in Early Years learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness. This is explored through the Early Years Foundation Stage (EYFS) statutory framework in the learning and development areas of Personal, Social and Emotional Development and Understanding the World.

Sex education is not compulsory in primary schools therefore the content set out in the 2019 guidance focuses on Relationship Education. The National Curriculum for Science includes subject content in relation to reproduction and the human body. The DfE does recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of their pupils, which ensures that both boys and girls are prepared for the changes that adolescent brings. This should draw on knowledge of the human life cycle and how a baby is conceived and born which is set out in the National Curriculum for Science.

The role of parents

The school is aware that the role of parents in the development of children's understanding about relationships is vital. We recognise that parents are the first teachers of their children and they have the most significant influence in enabling their child to grow and matures and forms healthy relationships.

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. It is important we work in partnership with parents and we will therefore share this policy and procedures with parents and carers.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents should firstly discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should also be aware that schools are legally required to provide a broad and balanced curriculum and that there is no right to withdraw from Relationships Education or Health Education. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Confidentiality

Teachers conduct Relationships Education, Relationships and Sex Education (RSE) and Health Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and child protection procedures will follow in line with school policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw their concerns to the attention of the assistant head teacher or head teacher, who will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

The role of the head teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about this policy and it is implemented effectively, and that children and family situations are treated with sensitivity and respect. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The head teacher monitors this policy on a regular basis and reports to governors, when requested.

Monitoring and review

The Curriculum Committee of the governing body monitors the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy on an annual basis. This committee reports its findings and recommendations to the full governing body. As well as fulfilling their legal obligations, governors should make sure that:

- All pupils make progress in achieving the expected educational outcomes
- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations