

WIMBLEDON CHASE PRIMARY SCHOOL



Transforming lives through education, aspiration and inspiration

Relationships and Sex Policy

September 2023

At Wimbledon Chase Primary School, policies are designed to ensure that the child is at the centre of all our decision making. All staff are aware that whole school and class systems are established to ensure that every child is able to share and express their concerns in a safe and confidential manner. We constantly strive to ensure that all children know their worries and views will be taken seriously by all staff and that every child will be treated with respect.

1. Introduction and Aims

1.1 We believe that a programme of Relationship and Sex Education at Wimbledon Chase is an essential part of the curriculum. We are in agreement with The Department for Education, which sets out the importance of Relationships and Sex Education and Health Education in their most recent document from July 2019, stating:

1.2 *"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." (Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory 2020 p.8)*

1.2 We aim to create an environment of trust and confidence in which we can:

- i. Provide a secure foundation in Relationship and Sex Education by giving the opportunity for all children to develop, explore and discuss their knowledge, attitudes and values towards relationships and sex, whilst at the same time being sensitive to religious and cultural differences towards the subject.
- ii. Teach more than just the biological functions of sex. We see Relationship and Sex Education as part of children developing a positive sense of 'self' and respect for others, where their understanding of relationships with others is an important aspect of the work.
- iii. Ensure that our children are prepared for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

2. Statutory requirements

2.1 As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

2.2 We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. However, The Department for Education continues to recommend:

2.3 *"...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (DfE guidance 2020 p.23).*

This is the approach adopted at Wimbledon Chase Primary School.

2.3 In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

2.4 At Wimbledon Chase Primary School we teach RSE as set out in this policy.

3. Policy development

3.1 This policy has been written with Wimbledon Chase Primary School's children at the heart of it and developed using the PSHE Association RSHE Curriculum, current best practice and all statutory requirements. The policy reflects the needs of the pupils and the community they live in. Parents, teaching staff and governors were consulted during the process.

3.2 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- i. Review –the PSHE co-ordinator, alongside a Senior Leader pulled together all relevant information including relevant national and local guidance
- ii. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- iii. Parent/stakeholder consultation – the policy was circulated to the parent body and recommendations invited.
- iv. Ratification – once amendments were made, the policy was shared with governors and ratified

3.3 On an annual basis the school will provide Year 5 parents with an opportunity to visit and view the resources and materials used to teach Relationship and Sex Education within the classroom. At these times, they will be given opportunities to discuss the programme with the teaching staff and ask questions. Revision of resources used may occur to best suit the cohort. It is hoped that by stressing the positive approach to Relationships and in particular Sex Education that parents will be better informed and more able to support their child's learning at home.

4. Defining Relationship and Sex Education

4.1 Relationships Education

Relationships education is the development of the emotional, social and moral skills pupils will need throughout life to support their own and others' wellbeing. It involves learning about relationships with others, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. (See Appendix A PSHE Progression Grid)

4.2 Sex Education

Primary sex education will focus on:

- i. Preparing boys and girls for the changes that adolescence brings (Statutory)
- ii. How a baby is conceived and born (Non-statutory)

It is not about the promotion of sexual activity.
(See Appendix A PSHE Progression Grid)

4.3 At Wimbledon Chase we teach statutory elements of Sex Education through our Health Education Programme which is part of the PSHE curriculum. The curriculum area pertinent to this policy is the following:

4.4 Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- about menstrual wellbeing including the key facts about the menstrual cycle. (DfE guidance p.32)

5. Relationships and Sex Education Curriculum Delivery at Wimbledon Chase

5.1 The content of the RSE programme at Wimbledon Chase is mainly part of the **statutory** Health Education theme within Personal, Health and Social Education (PSHE), which is taught across the school.

5.2 Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- i. Families and people who care for me
- ii. Caring friendships
- iii. Respectful relationships
- iv. Online relationships
- v. Being safe

5.3 Some aspects of the programme also arise in Science:

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals . (DfE guidance 2020 p.23)

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

5.5 Particular attention is given to Relationships and Sex Education in Year 5, where a series of lessons is taught. **Only one lesson is non-statutory.** (See Appendix A for details of curriculum content).

5.6 Relationship and Sex Education is taught by teachers who are comfortable about teaching it, and with whom the children feel at ease (in most cases this will be the child's class teacher – but not in all cases).

5.7 Children are taught in mixed classes so that they grow up being aware and respectful of their differences. However, opportunities are provided for boys and girls to talk to teachers of their own sex if the need arises and if staff are available.

5.8 The programme is delivered within the context that sexual intercourse is an act between two adults that love each other very much and that the purpose is to express this love and to make a baby.

5.9 Sensitive issues, which may occur during the teaching of Relationship and Sex Education, have been considered and guidance is provided on how to address them (see Appendix B).

6. Children with Special Educational Needs and Learning Difficulties

6.1 "Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility." (DfE guidance 2020 p.15)

6.2 At Wimbledon Chase a specific programme of study is drawn up and delivered after discussion with the SENCO, PSHE Coordinator, support staff and parents to meet the individual needs of the child with special educational needs or learning difficulties.

7. Roles and Responsibilities

7.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher 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.

7.3 The PSHE Lead is responsible for overseeing the Relationships and Sex Education curriculum, its progression and the quality of teaching and learning within, including the use of appropriate resources.

7.4 Staff are responsible for:

- i. Delivering RSE in a sensitive way
- ii. Modelling positive attitudes to RSE
- iii. Monitoring progress
- iv. Responding to the needs of individual pupils
- v. 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 are encouraged to discuss this with the Headteacher.

All class teachers at Wimbledon Chase are responsible for teaching RSE in our school. Year 5 staff are responsible for teaching the non-statutory aspects of our Sex Education curriculum.

7.5 Pupils are responsible for engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Rights of withdrawal

8.1 Parents should be aware that from September 2020, they will no longer have the right to withdraw their child from any part of our Relationships or Health Education content, as this has been defined as statutory by the DfE guidance. Parents do have the right to withdraw from the Sex Education content of the programme but not those contained within the Science curriculum which is statutory. **At Wimbledon Chase the non-statutory part our Sex Education curriculum consists of one lesson covering**

conception. If a parent wishes to withdraw their child from this non-statutory lesson, then they must make this request using the form provided to the Headteacher in advance of the session. (Appendix C) If a child is withdrawn from a lesson then alternative work will be provided.

9. Training

9.1 Staff are trained on the delivery of RSE is included in our continuing professional development calendar. Year 5 staff have a bespoke training session with the PSHE Lead annually.

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the PSHE Lead and Senior Leaders through planning, resource and work scrutinies, learning walks and pupil voice.

10.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

10.3 This policy will be reviewed by the PSHE Lead. At every review, the policy will be approved by the governing board.

Name/Signature of Chair of Governors: Tom Jeans

Date: September 2023

Name/Signature of Headteacher: Keith Ellis

Date: September 2023

Review date: September 2024

APPENDIX A

Content of the Relationship and Sex Education programme (Please refer to the PSHE Progression Grid in attached document):

Foundation and KS1:

Relationship and Sex Education is an ongoing subject, which builds on children's basic skills of speaking and listening. Specific topics are also explored in Science and PSHE lessons under the topics Relationships and Health and Wellbeing using discussion, circle time and fiction books and stories.

The specific topics explore areas of family relationships, feelings and emotions. They raise the children's awareness of the differences between boys and girls, of how people grow from young to old and of the names of the parts of the body.

KS2

General topics of Relationship and Sex Education are continued and built on during Science and PSHE lessons under the Relationships and Health and Wellbeing topics.

In Year 5, children follow a specific Relationship and Sex Education programme as part of the PSHE Curriculum and the Health Education topic in particular. The content of the programme includes material about puberty and is therefore appropriate for this year group.

The programme spans about a week and consists of approximately 5 lessons, which are supported by the BBC Interactive Whiteboard Compatible Sex Education Video Clips.

The lessons commence with an activity designed to introduce the children to the scientific language and terminology that will be used throughout the programme. It is referred to as the 'Giggle Game.' It is an important lesson used to build confidence in the children and to address the fact that they are feeling self-conscious and nervous. Once the teacher feels that the children are receptive, the programme continues. The subsequent lessons are discussion/question and answer based supported by video clips covering the following areas:

Areas covered include:

- Puberty – physical and emotional changes for boys and girls
- Function of sexual body parts
- Conception **(The only area that is non-statutory but is considered important at Wimbledon Chase and uses age appropriate content and resources.)**
- Birth

The programme also includes an informal lesson where children are encouraged to research and share information using a selection of age appropriate and subject appropriate books.

The Learning Intentions of the programme include:

- To introduce vocabulary and to create an environment where children feel comfortable enough to talk openly and confidently.

- To explore and discuss physical and emotional changes experienced during puberty.
- To explore concepts connected with human foetal growth and birth.
- To displace myths about and to understand human conception.
- To provide an opportunity to evaluate understanding and discuss questions.

APPENDIX B

Guidance on a variety of issues related to teaching Relationship and Sex Education.

- In planning whole class discussions on sexual behaviour this should be limited to the specific content of the sex education programme.
- Questions on abortion, contraception and other issues that are not part of the Sex Education Programme will be dealt with in a sensitive, objective and informative way. e.g. contraception is not part of the teaching programme but if 'condoms' are referred to, the teacher will acknowledge their existence but not go into detail.
- Where a pupil asks a question that is felt to be of an 'explicit nature' the teacher should politely decline to answer and may wish to consult with parents if this is felt to be appropriate.
- The school distinguishes between its role as the provider of a general education about sexual matters and the provision of advice – it is not the role or responsibility of any member of staff to provide advice.
- Teachers cannot provide advice or keep any information in confidence – when teachers are approached this should be made very clear.
- Where teachers believe that a pupil is at risk of abuse the Designated Safeguarding Lead should be informed as soon as possible and appropriate safeguarding action will be taken

APPENDIX C

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	