



Westfield Primary School

Relationships and Sex Education (RSE) Policy

Reviewed and Updated February 2023 – CF (Subject Lead)

Introduction

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.’

(Secretary of State for Education, Foreword, DfE Statutory Guidance RSE and Health Education 2019)

RSE at Westfield Primary School:

This policy sets out our school’s approach to PSHE and statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator (Clair Fulstow) working with the Head teacher, Senior Leadership Team and lead governor for PSHE, but also in consultation with the staff team as a whole and was also sent to parents for consultation and consideration. We have based our school’s relationships and sex education policy on the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the PSHE Association’s supplementary guidance “Writing your school’s relationships and sex education (RSE) policy” (PSHE Association, September 2018). Department for Education guidance states that from September 2020, all primary schools **must** teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non statutory, **with the exception of** the elements of sex education contained in the science National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, *will* be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

The DfE states: ‘The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex

education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

‘ It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.’ (DfE)

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore 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.’

(Section 65 DfE RSE Statutory Guidance 2019)

The content set out in this policy covers the values and learning outcomes that Westfield Primary School intends to teach about relationships and health, including puberty, and also includes mental health and well-being. 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. Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. At Westfield, the central focus of our RSE/ PSHE teaching is to promote healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Rationale and Ethos

At Westfield Primary school, RSE is underpinned by our school values and ethos. We believe relationships and sex education is vitally important to our pupils and school because children today face a challenging, complex and sometimes confusing world. RSE (taught within PSHE) gives them important foundations and building blocks to begin to understand, navigate and fully and successfully take part in this world. We wish to enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future. To teach our pupils to respect themselves and others so they can move confidently through to adolescence and into adulthood. We hope to provide a caring and supportive learning environment in which pupils can develop feelings of self-worth and confidence, including in relationships to others, begin to recognise risks, tackle challenges of modern society, and to enable them to develop an understanding and awareness of mental health and well-being to support their overall health and happiness.

We aim to ensure that RSE supports teaching in other areas of the curriculum and school life (such as Computing, Science, British Values, Safeguarding etc). We aim to ensure RSE is inclusive and

meets the needs of all of our pupils, including those with special educational needs and disabilities (SEND) by working closely with staff and pupils to identify learning needs and requirements and adjust the curriculum, activities, language and teaching approaches as needed. Staff are always expected to challenge any attitude that does not support these school values and RSE expectations of inclusivity and equality. We recognise the way staff communicate (language, tone, attitude) with other staff, pupils and parents, and the expectations they have for our pupils to communicate with others is important and is always expected to reflect our school values and ethos, and those set out within the PSHE/ RSE Curriculum. Staff members are expected to model positive behaviours and identify/ tackle any issues that are not conducive to these positive values. We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is important for enabling lifelong learning about personal, physical, moral and emotional development. It embeds clear values about the understanding of the importance of healthy and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Roles and Responsibilities:

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator (Clair Fulstow) with the support of the PSHE lead governor and Senior Leadership Team.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate/ necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

At Westfield Primary School we recognise that parents are the primary RSHE teachers and hope to work closely with parents to deliver this curriculum. We will aim to consult with parents by sharing this policy with an email explaining these intentions for teaching RSHE, making it visible on the school website and also using the usual tools for communication (such as email or Seesaw) prior to teaching any sensitive issues or offering workshops, or opportunities to ask questions. Parents/ carers will also be able to see an appointed Governor for the subject (currently Corinne Cook). The Governors are to read and agree to/ finalise the policy prior to publication. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

DELIVERY

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of a timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse teaching team. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it. An overview of our PSHE programme is included within the appendices of this policy for reference.

Our RSE Programme at Westfield:

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the PSHE lead governor and Senior Leadership Team.

At Westfield we follow the guidance and key objectives as outlined by the PSHE Association as our over-arching basis for the school PSHE curriculum. The PSHE Association is a body supported and recommended by the DfE. The scheme of work used for planning, resources and lessons is the Twinkl scheme of work, which is based on these key objectives laid out by the PSHE Association. Each year group has been provided with half-termly plans and resources for each lesson, including PowerPoints, worksheets and materials for games and team activities. There are also supporting materials for home learning and a learning journey profile. This is a spiral curriculum that builds upon what has been taught previously.

Each year group has three main topic areas:

- Relationships – Developing Healthy relationships with others – Includes TEAM activities
- Health and Well-being – this includes physical health, keeping healthy, healthy choices, physical changes including Puberty, and mental health and well-being, safety
- Living in the Wider World – celebrating differences, money matters, goals for the future, respecting rights, challenges faced by others globally, online safety, British Values and equality

Alongside using this scheme of work as a basis for the PSHE curriculum, staff are also very responsive to the needs of their individual classes/ pupils – and may decide to use lesson time to address a particular issue that they feel needs addressing within their class/ year group. Staff may address issues using a circle time or in the form of P4C using debate and open-ended questions. Issues, particularly relationship and friendship issues may be supported following our behaviour policy of Restorative Practice activities. Other stand-alone lessons also take place throughout the year, such as Odd-Sock Anti-bullying day, NSPCC protecting private parts, Internet Safety awareness days etc.

We feel this approach best suits the needs of our individual school community. This has been agreed in consultation with staff members and Governors.

At Westfield Primary School we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Our curriculum aims to provide coverage of the compulsory content set out below as required by the DfE:

STATUTORY RELATIONSHIPS EDUCATION (DfE)

By the end of Primary School:

Families and people who care for me:

Children should know:

- that families are important for children growing up because they can give love, security and stability

- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' 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.
- 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.
- that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex

Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- . • the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- . • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- . • 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
- . • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard
- . • how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Physical health and mental wellbeing: Primary – Compulsory (DfE)

By the end of primary school, children should know:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- . • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- . • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- . • where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- : • how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

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

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes, from Y4. As part of the science curriculum, children learn about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Growing Up” unit in Y6.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE/ PSHE. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non statutory sex education lessons – please see the relevant section within this policy in regard to this process

DELIVERY

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE/ PSHE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school’s RSE policy and be expected to work within it. An overview of our PSHE programme is included within the appendices of this policy for reference.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:
 - Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
 - Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
 - It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as and when required.

Dealing with questions:

Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Where a topic is sensitive or potentially embarrassing, anonymous question boxes are a useful technique. Children's questions are written anonymously on paper. The following guidelines should be applied when responding to questions.

- The teacher should consider whether a question is appropriate before reading it out.

- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, explain that the question isn't something that needs to be known at this age and move on.
- If a question is of a personal nature, remind the pupil of the ground rule: 'no personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, "At the moment we are looking at 'X', in Primary school you will look at 'Y' in more detail."
- Place within the context of the school's RSE curriculum. If the subject matter of a question does not fall within the primary RSE curriculum it should not be answered.
- If questions cause safeguarding or child protection concerns, follow the school's child protection procedures.

Discussions

Discussion and reflection should be a part of the RSE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material is used only to support or to complement wider structural activities.

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, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

RECORDING AND ASSESSMENT

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment and retrieval. Elements of RSE that occur in the science curriculum may be assessed through recorded work to establish age related expectations of knowledge and understanding.

RESOURCES

At Westfield Primary School we use the Twinkl Scheme of Work for PSHE, which has been developed to support the recommendations by the PSHE Association. This is a whole school, comprehensive scheme of planning and resources, which has been selected to meet all statutory requirements of RSE/ PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside this scheme will be in consultation with the PSHE co-ordinator and resources will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

We use a wide variety of resources when delivering non-statutory sex education including PowerPoint presentations, video clips and booklets (used in Years 5 and 6). These resources used are designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. These materials are available for parents/carers to view on request to the PSHE Co-ordinator or class teacher. The Y6 content is delivered by the school nurse teaching team using the 'Busy Bodies' scheme. Boys and girls are currently taught together with our teaching staff present. Teaching staff then check coverage against the statutory statements and then plug any gaps through their subsequent lessons. Girls are given additional sessions to teach more about menstruation.

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme; · Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. *However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.* We will inform parents of the right to withdraw by letter in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE co-ordinator or the head teacher who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume

responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. **(Melanie Harbottle DSL and Vikki Garner Deputy)** The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy). We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to compliment, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

INCLUSIVITY SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

EQUALITIES AND DIVERSITY

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE/ PSHE will not influence the teaching of the subject in school.

At Westfield Primary School we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. This RSE curriculum and our ethos and resources also work to actively embed and promote/ support the teaching of British Values: These areas include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

MONITORING AND REVIEW

At Westfield, our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we will aim to regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through contact and feedback. Pupil Voice exercises may also be used to inform reviews and updates to planning, resources and activities, including discussions with children on the school council and/ or our school ambassadors who are chosen to represent the school and are selected by staff as those children who they feel would be confident to share views/ opinions on teaching and learning.

The Governing body will be kept up-to-date with any RSE curriculum / policy changes and will be expected to share views, ask questions and give feedback. The appointed RSE Governor (Corinne Cook) will throughout the year be in communication with the Head Teacher and PSHE lead (Clair Fulstow) regarding any issues or updates, and also help to review the long/ medium term planning of intentions for objectives to be taught across the whole school.

LOCATION AND DISSEMINATION

Copies of this policy are held by the Headteacher (Mrs Hickey) and PSHE/ RSE co-ordinator (Clair Fulstow). Access to the policy is available on the school website and from the school office on request from parents.

Please note: This document needs to be read in conjunction with: (follow links below)

Statutory Guidance; Relationships and Sex (RSE) Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Promoting Fundamental British Values guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

Our School whole school long term overview grid for PSHE:

Westfield Primary School PSHE/RSHE Coverage: Whole School Mapping Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 BE YOURSELF (Relationships)	KS1 IT'S MY BODY (Health and Wellbeing)	KS1 DIVERSE BRITAIN (Living in the Wider World)	KS1 TEAM (Relationships)	KS1 AIMING HIGH (Living in the Wider World)	KS1 MONEY MATTERS (Living in the Wider World)
Year 2	KS1 GROWING UP (HEALTH AND WELLBEING)	KS1 Safety First (Health and Wellbeing)	KS1 One World (Living in the Wider World)	KS1 VIP's (Relationships)	KS1 Think Positive (Health and Wellbeing)	KS1 Respecting Rights (Relationships/ Citizenship)
Year 3	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 TEAM (Relationships)	LKS2 Aiming High (Living in the Wider World)	LKS2 Money Matters (Living in the Wider World)
Year 4	LKS2 Growing Up (Health and Wellbeing)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 VIP's (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Respecting Rights (Relationships/ Citizenship)
Year 5	UKS2 Be Yourself (Relationships)	UKS2 Its My Body (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 TEAM (Relationships)	UKS2 Aiming High (Living in the Wider World)	UKS2 Money Matters (Living in the Wider World)
Year 6	UKS2 Growing Up (Health and Wellbeing)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 VIP's (Relationships)	UKS2 Think Positive (Health and Wellbeing)	UKS2 Respecting Rights (Relationships)

						s/ Citizenship)
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However, each unit of the Twinkl Life PSHE and Citizenship Scheme of Work is independent so they can be taught in any order to complement the wider school curriculum.

The 'Digital Wellbeing' unit is taught in school through the 'EVOLVE' Scheme of work

Additional regular/ annual calendar events:

- Safer Internet Day
- Odd Sock Anti-bullying week
- Children's Mental Health Week etc