



RSE Policy

Approved by	Date	Last reviewed	Next reviewed

The willow primary school

Our Values

- We ensure our children love coming to school because it is safe, fun, challenging and exciting.
- We have high expectations and are committed to supporting each individual to achieve their dreams.
- Everyone is valued as a unique member of our diverse community.
- We uphold the highest standards in all that we do and look continually to improve ourselves, so that what we do today, we do even better tomorrow.

The Willow Primary RSE policy Rationale RSE (Relationship and Sex Education) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

Policy Requirement

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Pupil consultation – we considered what exactly pupils want from their RSE during the lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. **RSE is not about the promotion of sexual activity.**

Further information

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced in consultation with our staff, board of governors, and most importantly with our pupils and parents. It will be reviewed every 2 years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

This policy reflects our 'Willow school values' and school aims (above) for our pupils. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children 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. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

Answering Children's Questions

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.

4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.

5. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working." If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the national curriculum.**

Should a parent decide that they do not wish their child to take part in lessons, we would ask that they first speak to their class teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Delivery of RSE

At the Willow Primary School we use a programme called 1 Decision. 1 Decision programme covers the new statutory requirements. You will find every area of the new framework has been explored and referenced against our primary school resources.

From September 2020, Health Education and Relationships Education will become statutory in all schools across the UK. Following this decision by the DfE, the 1Decision team have created a mapping document to support schools.

This document looks at how the PSHE Association’s updated Programme of Study (2020) and the 1Decision resources are mapped against the new statutory framework.

1Decision provides 17 modules, which are recommended for students in years 1-6. The core of the programme is a series of documentaries and videos with alternative endings, which enable children to explore various topics in a safe, educational environment. The 1 Decision videos feature within our collection of over 70 on-screen lesson guides and our workbooks allow students to document their learning and assess their own progress.

Every school has the right to choose the content which they feel is suitable for their students. This will be dependent on social need, maturity, and their environment. 1Decision provides flexible content, which can be used as a standalone resource or alongside additional material, to fulfil the expectations of Health Education and Relationships Education.

An overview of our 5-8 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

<p>Keeping/Staying Safe</p> <ul style="list-style-type: none"> Road Safety Leaning Out of Windows Staying Safe Tying Shoelaces 	<p>Keeping/Staying Healthy</p> <ul style="list-style-type: none"> Healthy Eating Brushing Teeth Washing Hands Medicine 	<p>Relationships</p> <ul style="list-style-type: none"> Bullying Body Language Friendship Touch 	<p>Being Responsible</p> <ul style="list-style-type: none"> Practice Makes Perfect Helping Someone in Need Stealing Water Spillage
<p>Feelings and Emotions</p> <ul style="list-style-type: none"> Jealousy Worry Anger Grief 	<p>Computer Safety</p> <ul style="list-style-type: none"> Online Bullying Image Sharing Making Friends Online Computer Safety Documentary 	<p>Money Matters</p> <ul style="list-style-type: none"> Money Matters Access to Nationwide Education resources 	<p>Hazard Watch</p> <ul style="list-style-type: none"> Is it safe to eat or drink? Is it safe to play with?
<p>Special Edition Module - Fire Safety</p> <ul style="list-style-type: none"> Hoax Calling Petty Arson Enya and Deedee Visit the Fire Station Texting Whilst Driving 			

An overview of our 8-11 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

Keeping/Staying Safe <ul style="list-style-type: none">• Cycle Safety• Peer Pressure• Water Safety• Keeping/Staying Safe Documentary	Keeping/Staying Healthy <ul style="list-style-type: none">• Healthy Living• Smoking• Alcohol• Keeping/Staying Healthy Documentary	Growing and Changing <ul style="list-style-type: none">• Relationships• Puberty• Conception• Growing and Changing Documentary	Being Responsible <ul style="list-style-type: none">• Coming Home on Time• Looking Out for Others• Stealing• Being Responsible Documentary
Feelings and Emotions <ul style="list-style-type: none">• Jealousy• Anger• Worry• Feelings and Emotions Documentary	Computer Safety <ul style="list-style-type: none">• Online Bullying• Image Sharing• Making Friends Online• Computer Safety Documentary	The Working World <ul style="list-style-type: none">• Chores at Home• Enterprise• In-App Purchases• The Working World Documentary	A World Without Judgement <ul style="list-style-type: none">• Breaking Down Barriers• Inclusion and Acceptance• British Values• A World Without Judgement Documentary

Roles and responsibilities

The governing body:

The governing body has delegated the approval of this policy to the headteacher.

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 components of RSE.

Staff

- Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

Pupils

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