



Woodhouse Primary Academy

RSE Policy.

School Context

Woodhouse Primary Academy is part of the UWMAT academy group. It is a 2-form entry school with an attached nursery. There are currently 467 pupils on roll, 45% of which are female and 55% male. 42% pupils receive FSM, 23% are identified as having SEN needs. 44% of pupils are pupil premium and 38% have English as an additional language.

Policy Development and Consultation

This policy is being developed with due regard to national and local health targets.

1. Reducing teenage pregnancies.
2. Delaying early sexual activity
3. Reducing sexually transmitted infections

This policy has been developed following a series of consultations with children, parents, staff and governors.

What is Relationships and Sex Education (RSE)?

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'. (*Ofsted 2002*)

Along with UWMAT's definition of RSE, at Woodhouse we define RSE as the continuous development of lifelong skills, knowledge and attitudes about physical, moral and emotional development to enable children to become positive citizens in a forever changing society. In RSE lessons children at Woodhouse will learn about respect, healthy relationships, different families, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

Aims and Objectives of Relationship and Sex Education (RSE)

RSE at Woodhouse Primary Academy aims to support children throughout their time at the school to develop:

Values and Attitudes	<ul style="list-style-type: none">• Develop self-esteem.• Value themselves and others, recognising and respecting other ideas and views.• Understand the importance of respect, love and care within friendships, relationships and the family unit.
Knowledge and Understanding	<p>Understand that there are a number of different relationships and be able to recognise positive relationships.</p> <ul style="list-style-type: none">• Have an understanding of safe and unsafe situations and the right to feel and be safe.• Have the correct terminology to talk about their bodies.• Be able to keep themselves clean and healthy.• Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up.<ul style="list-style-type: none">• Understand how babies are conceived and develop.• Have an understanding of the responsibility of parenthood.
Skills	<p>Keep themselves safe and be able to ask for help in the different situations that they may face.</p> <ul style="list-style-type: none">• Use knowledge and skills to make informed choice.• Have the communication and negotiation skills they need to act upon the choices they make.• Have the necessary skills to deal with situations involving peer pressure.• Form positive relationships.
Emotional Understanding	<p>Understand, talk about and deal positively with their emotions, feelings and beliefs and those of others.</p>

Curriculum Content

RSE is based within both Science and Personal, Social and Health Education and Early years Foundation Stage Curriculum. In EYFS, the RSE is covered in the following areas;

Personal, Social and Emotional Development.

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs

The Jigsaw approach is used to teach PSHE across school for the following modules, to ensure a consistent approach and to ensure a gradual development of skills as the children progress through school.

Autumn 1: Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2: Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1: Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2: Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1: Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

RSE will also be taught as a whole class as discrete modules from Reception to Year 6 using the Chris Winter's program resources. Knowledge and skills will be taught using a gradual approach that is matched age-appropriately to the child's maturity and stage of development.

Reception	Caring Friendships Being Kind Recognising that all families are different.
Year 1	Different friends Growing and Changing (Differences between boy and girl babies) Types of families and who to ask for help.
Year 2	Gender stereotypes

	Differences between male and female babies. Understanding how male and females are part of a lifecycle. Name body parts and male and female parts.
Year 3	Differences between males and females and naming body parts. Understanding personal space and different touches. Different types of families and who to go to for help.
Year 4	Human life cycle. Basic facts about puberty. How puberty is linked to reproduction.
Year 5	Emotional and physical changes in puberty. Male and female changes in puberty. Impact on puberty on the body and physical hygiene.
Year 6	Puberty and reproduction. Communication in relationships. Conception and pregnancy. Relationships and online behaviour.

Children in Years 4, 5 and 6 will also complete RSE workshops delivered by CORAM Education in single sex groups as follows;

Year 4	
Year 5	
Year 6.	

Equal Opportunities / Inclusivity

At Woodhouse Primary Academy the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to: gender roles, stereotyping, taking into account equality issues (sex, race and culture, disability, ability, religion and sexual orientation).

Responsibilities.

The overall planning and delivery of RSE is coordinated by the PSHE/Mental Health subject leader and PSHE/RSE lessons will be delivered by class teachers, with workshops for children in Years 4, 5 and 6 delivered by CORAM Education trained staff.

Areas of responsibility are detailed below;

UWMAT Trust Board and Local Governing Board	<ul style="list-style-type: none">• To ensure the legal framework is followed.• Ensure that the policy is made available to parents and that it includes clear procedures for parental withdrawal.• Work with parents, attend meetings with parents and listen to their views.• Overall responsibility of the RSE policy development.• To implement the RSE policy through the head teacher.
PSHE/Mental Health Lead	<ul style="list-style-type: none">• To implement the RSE policy.• To ensure that the policy is followed.• To liaise with the governors on the teaching of RSE in school.• To liaise with parents.• To liaise to the staff.• To ensure the policy is reviewed.• To ensure the correct resources are available and are age appropriate.
Class Teachers	<ul style="list-style-type: none">• To respond to the needs of the students and follow the schools corporate practice.• Give relevant support to a student who is experiencing difficulties

Guidelines for teaching RSE

It is important that both staff and students feel safe and comfortable during RSE lessons therefore circle time rules should be readdressed and additions made:

- We take turns to speak
- We use kind and positive words.
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive.
- We respect each other's privacy

(Jigsaw Charter)

Additional rules include:

- No personal questions of each other or staff.
- To consider the use of a question box for sensitive questions. This will give staff time to consider the most appropriate answer to meet the needs of the pupils/ students.
- Confidentiality (not telling children younger than them about the information – aimed at years 4,5,6).
- Confidentiality (safeguarding) School safeguarding procedures must be followed.

Working with Parents.

Woodhouse Primary Academy recognises that parents play a vital role in providing education about relationships and growing up and aims to support parents in this role. The school seeks to work in partnership with parents / carers through consultation and support. Parental / carer views were integral to the development of the policy and schemes of work. Parents / carers will be informed of RSE curriculum content taught through annual communication and resources used will be available to parents to view on the school website. Parents will be encouraged to feedback any views or concerns on the curriculum delivered and will be responded to by an appropriate member of staff. Children in years 4, 5 and 6 who will receive workshops provided by CORAM Education will be invited into school to view the content of the session and to ask any questions/ address any concerns that they may have.

Right to Withdraw

Parents have a right to withdraw their child from those elements of the RSE programme that do not form part of the Science National Curriculum. If parents have concerns about the content of RSE or want to withdraw their child, they will need to make an appointment with the Head teacher to discuss this. Any complaints should be referred to the Head teacher.

Monitoring and Evaluation.

The delivery of the RSE curriculum and policy will be monitored informally by the PSHE/Mental Health lead through work scrutiny, half termly assessment tasks completed by the children and communication with parents, staff and pupils. The policy will be reviewed bi-annually, unless a more immediate review is needed in response to any new guidance.

Parental consultation: **July 2021**

Written and Adopted: **September 2021**

To be reviewed: **September 2023**