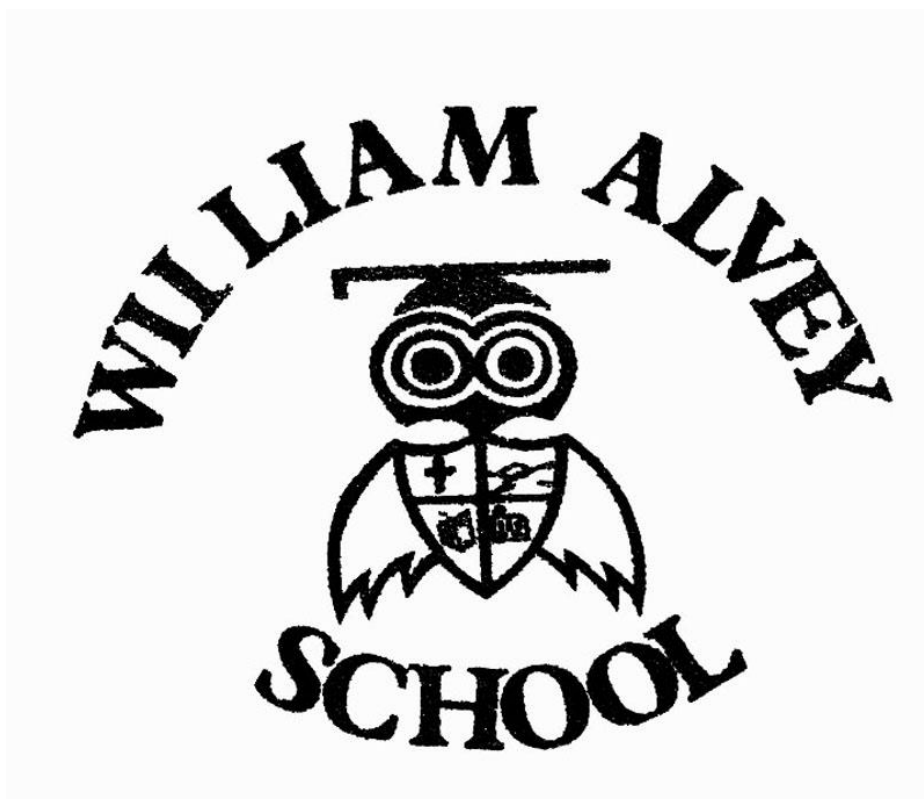


**William Alvey School**

**Relationships and Sex Education Policy**

**November 2020**



# William Alvey School

*Learning Today for Living Tomorrow*

## Relationships and Sex Education Policy (RSE) Policy

### Statutory Requirements

William Alvey's Relationships and Sex Education (RSE) policy is based on the DfE guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (2019).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils in primary schools. In teaching RSE, we have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The DfE recommends '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'.

### Definition of RSE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values; it builds their self-esteem and confidence to view their sexuality positively and to make responsible and informed decisions about their health and well-being. RSE is not about the promotion of sexual activity.

At William Alvey School, any content that might be regarded as Sex Education (human body parts, growth, puberty and reproduction) will be taught through the science curriculum. Parents **do not** have the right to withdraw their children from this aspect of the curriculum. While sex education is not mandatory, at William Alvey School we have decided that it is important to include it in our year 6 curriculum, to protect and prepare the children in our community. Parents **do** have the right to withdraw their children from this aspect of the curriculum. (see below for more information)

### Aims

At William Alvey School, RSE reflects our vision and values to demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives, in order to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE should include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

We are committed to working in partnership with parents and carers, and understand the importance of sharing our RSE programme with families, so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

The aims of the School, through the delivery of the RSE curriculum are to:

- Provide a framework in which sensitive discussions can take place.

- Prepare pupils for puberty, 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.

## RSE Curriculum

Our RSE curriculum is being developed in consultation with staff, governors, pupils and parents.

The topics we cover include:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.
- Mental well-being
- Healthy eating
- Health and prevention
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body

### **Early Years Foundation Stage:**

As outlined in The Early Years Statutory Framework, ‘Personal, Social and Emotional Development’ is a prime area of learning. Through the EYFS curriculum, children are taught to play co-operatively, take turns with others, and to show sensitivity to others’ needs and feelings. Children are enabled to form positive relationships with adults and other children, and talk about how they, and others, show their feelings.

Through the ‘Understanding the World’ Early Learning Goal, children learn that others do not always enjoy the same things as they do. They are taught about similarities and differences between themselves and others, and among families, communities and traditions. They talk about their own, and others’ behaviour and learn that some behaviour is unacceptable. They develop their understanding of ways to keep healthy and safe. Children make observations of animals and plants, explain why some things occur, and talk about changes.

### **Key Stage One and Two**

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Who is in my family?	Why should I exercise?	What can affect my health?	What’s that feeling I have?	Can I set goals for me?	How should I manage my money?
Who are my important people?	What if I don’t like vegetables?	What’s a balanced lifestyle?	What do I do when my friend is cross?	How does alcohol damage my health?	How do drugs damage my health?
What makes a person?	Are medicines always good?	What is Health and Safety?	How do I compromise?	Can my mind get ill?	What affects my mental health?
What makes me happy?	Can I stop myself getting ill?	How does smoking damage my health?	How do I do emergency first aid?	How do I make a choice?	Will sad things happen to me?
What does sad feel like?	What does angry feel like?	Who can help me be safe?	Am I at risk?	Should my heart rule my head?	How do I break a habit?
Why do we have rules?	How do I make you feel?	What is restorative justice?	How do I stay safe online?	Why is change so scary?	Should I give in to peer pressure?
Is it kind or unkind?	Is it right or wrong?	What are my rights and responsibilities?	Am I safe on my mobile phone?	What is peer pressure?	Should I send/post something I’m not comfortable with?
Is teasing ever okay?	How can I compromise?	What happens if I break a rule?	What can I do about negative thoughts?	What if I’m uncomfortable?	What if I get dared?

What should I do if I don't like it?	What are rights and responsibilities?	Why should I tell the truth?	Should I own up?	What is loss?	If it happens all the time, does it mean it's right?
What does worry feel like?	How do I contribute?	What does honesty really mean?	Is it ok to hug?	Is my relationship unhealthy?	What is puberty?
How do I keep safe?	How can I save our planet?	What do I do when my friend is sad?	What's an aspiration?	What's a relationship commitment?	How do humans reproduce?
What should I do in an emergency?	Where could my money come from?	Who do my actions affect?	What is enterprise?	What is a stereotype?	How do we look after ourselves?
When should I wash my hands?	Do I know my body?	What are my relationship rights and responsibilities?	What worries me in the world?	What is prejudice?	Are images in the media real?
Why are teeth important?	What does private really mean?	How do I raise my concerns?	What is discrimination?	How do I challenge someone's views?	Should I trust the media?
What should I do with money?	Who can I trust?	What's a community?	What does it mean to be anti-social?	What is a debt?	Should I join in an argument?
What did I need as a baby?	Should I keep a secret?	How can we be different?	How do I support my community?	Who pays tax and what does it do?	Am I a cyber bully?
How can I be more grown up?	Am I safe online?	Who else lives in my region?	What's a volunteer?	Who chooses who runs our country?	Have I trolled someone?
Do I have to be the best?	What should I aim for?	Who else lives in the UK?	Can I volunteer or help others?	Can I save money and the environment?	What sort of person shall I be?

## Delivery of RSE

RSE is firmly embedded in a cross-curricular approach to teaching and learning, with strong links to PSHE, computing, PE, RE and science. The school uses a range of resources to deliver effective RSE, including a scheme called Talking Points, produced by Entwine Education. Where RSE is taught within the curriculum, it is delivered in mixed ability and gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Adults do their best to answer all questions honestly with due regard to the age and stage of the pupils' development, ensuring sensitivity and care. Aspects of RSE may be covered as part of a planned programme of assemblies delivered by the teaching staff, including the Head Teacher. Strong emphasis is placed on the promotion of British Values and the values of William Alvey School. Where it is deemed beneficial, visiting speakers from the local community, or other professionals may be utilised to support the delivery of the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum.

Staff are aware that views around RSE related issues are varied. However whilst personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs, so that pupils are able to develop their own informed opinions whilst developing respect for others who may have different opinions.

## Parental Right to Withdraw

William Alvey School is well aware that the primary role in children's RSE education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE education in the school.
- Aim to work collaboratively with parents, in order to prepare children adequately for the next steps in their learning journey, and enable them to form safe, healthy relationships.
- Believe that through consultation, and an exchange of knowledge and information, children will benefit from hearing consistent messages about their changing body and their increasing responsibilities, for their personal safety, hygiene, physical and mental health.

Parents/guardians do not have the right to withdraw their children from Relationship Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the science curriculum.

Parents do have the right to withdraw their children from the non- science elements of Sex Education within RSE. Parents will receive a letter prior to the commencement of the teaching of this area of the RSE curriculum. Requests for withdrawal should be put in writing to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale.

Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

## Roles and Responsibilities

**The Governing Body:** The Governing body will approve the RSE policy and hold the Head Teacher to account for its implementation.

**The Head Teacher:** The Head Teacher is responsible for ensuring that RSE is taught consistently and to a high standard across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE.

**The Staff:** Staff are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSE; monitoring progress; responding to the needs of pupils; responding appropriately to the pupils whose parents wish them to be withdrawn. Staff do not have the right to opt out of teaching RSE.

**The Pupils:** The pupils are expected to engage fully in RSE and treat others with sensitivity and respect.

## Monitoring

The RSE/PSHE Curriculum Leader, in consultation with the Head Teacher, monitors the delivery of RSE in order to review good practice and update policies as necessary. This includes carrying out learning walks and planning scrutinies. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Policy Development

This policy has been developed in consultation with staff, pupils, governors and parents.

The RSE/PSHE Curriculum Lead will review the School's RSE education policy once every three years, or more regularly if legislative or policy changes necessitate an earlier review. This review will monitor the effective implementation of this policy and report its findings and recommendations for any necessary modifications to the Governing Body. The Curriculum Lead and Governing Body give serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

Date of Review: March 2022