



Waterloo
Primary Academy

Relationships and Sex Education (RSE) Policy

Approved & Adopted: July 2023
Responsible Personnel: D. Woodcock
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Statement of Intent

At Waterloo Primary Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education (see our PSHE policy for our curriculum overviews which incorporate our health curriculum).

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, and sex education curriculum for all our pupils. This policy sets out the framework for our relationships, and sex education curriculum.

What is Relationships and Sex Education?

In the DfE's document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states,

'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Relationships and sex education is part of the personal, social, health and economic education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

Roles and Responsibilities

The Academy Council is responsible for:

- ensuring all pupils make progress in achieving the expected educational outcomes
- ensuring the curriculum is well led, effectively managed and well planned
- evaluating the quality of provision through regular and effective self-evaluation
- ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- providing clear information for parents and carers on subject content and their rights to request that their children are withdrawn
- making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Head of School is responsible for:

- the overall implementation of this policy
- ensuring staff are suitably trained to deliver the subjects
- ensuring that parents and carers are fully informed of this policy and it is published on the school's website and provided free of charge to anyone who requests it
- reviewing requests from parents and carers to withdraw their children from the subjects
- discussing requests for withdrawal with parents and carers
- organising alternative education for pupils, where necessary, that is appropriate and purposeful
- reporting to the Academy Council on the effectiveness of this policy
- reviewing this policy on an annual basis

The PSHE subject leader is responsible for:

- overseeing the delivery of the subjects
- ensuring the subjects are age-appropriate and high-quality
- ensuring teachers are provided with adequate resources to support teaching of the subjects
- ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum
- ensuring the relationships and sex education, is inclusive and accessible for all pupils

- monitoring and evaluating the effectiveness of the subjects and providing reports to the Head of School

The teachers are responsible for:

- delivering a high-quality and age-appropriate relationships and sex education curriculum in line with statutory requirements
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- ensuring they do not express personal views or beliefs when delivering the programme
- modelling positive attitudes to relationships and sex
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- acting in accordance with planning, monitoring and assessment requirements for the subjects
- liaising with the SENDCo to identify and respond to individual needs of pupils with SEND
- working with the PSHE subject leader to evaluate the quality of provision

The SENDCo is responsible for:

- advising teaching staff how best to identify and support pupils' individual needs
- advising staff on the use of LSAs in order to meet pupils' individual needs

Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of our PSHE curriculum (see our PSHE policy for curriculum overviews).

For the purpose of this policy:

Relationships education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

Sex education is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

At Waterloo Primary Academy, we follow the Dimensions 3D PSHE curriculum. It is a curriculum that is appropriate for the age and developmental stages of pupils within each year group (see PSHE

policy for curriculum overviews). When organising the curriculum, the religious backgrounds of all pupils are considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Relationships Education Overview

Families and people who care for me

By the end of primary school, pupils will know:

- that families are important for them 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 marriage 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

By the end of primary school, pupils will 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, but 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
- how to manage conflict
- how to manage different situations and how to seek help from others if needed

Respectful relationships

By the end of primary school, pupils will know:

- the importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs
- which 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 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
- about the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help



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

Online relationships

By the end of primary school, pupils will know:

- that people sometimes behave differently online, including 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, even when we are anonymous
- the rules and principles for keeping safe online
- how to recognise harmful content and contact online, and how to report these
- how to critically consider their online friendships and sources of information
- the risks associated with people they have never met
- how information and data is shared and used online

Being safe

By the end of primary school, pupils will 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
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science 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. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

As part of our **Year 6** programme of study, we use the Dimensions 3D PSHE Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We 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, understand how a baby is conceived and born.

The Year 6 Sex Education unit covers:

- close relationships, including friendships, that often form during puberty
- the physical, mental and emotional changes that take place during puberty
- sexual relationships; busting some myths about sex
- the features of healthy and unhealthy relationships
- gender identities
- an awareness of transgender issues including the difference between transgender and cross-dressing.

We consult with parents and carers at the start of Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. Before any lessons are taught, we ensure that the lesson content is made available for parents and carers to view. We offer parents and carers support in talking to their children about sex education and how to link this with what is being taught in school.

Our relationships curriculum will be delivered as part of our PSHE curriculum (see PSHE policy for curriculum overviews) and sex education will be delivered through the science curriculum and the PSHE curriculum in Year 6. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the PSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Appropriate diagrams, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupils' age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Working with External Experts

External experts, such as the school nurse, may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, we will:

- ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy
- ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum
- discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils
- ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND
- agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy

Equality and Accessibility

At Waterloo Primary Academy, we understand our responsibilities in relation to the Equality Act 2010, specifically that we must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- age
- sex
- sexual orientation
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We will ensure that the relationships and sex education (where taught) programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs. Teachers understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and

Safeguarding Policy, which sets out expectations of pupils.

Consultation with Parents and Carers

At Waterloo Primary Academy, we understand the important role parents and carers play in enhancing their children's understanding of relationships and health. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this, we:

- will provide parents and carers with opportunities to understand and ask questions about the school's approach to relationships and health education
- will provide parents and carers with the content of the relationships and health curriculum (see PSHE policy)
- will inform parents and carers about the delivery of the relationships and health curriculum, including what is taught in each year group (see PSHE policy)
- inform parents and carers about the legalities surrounding withdrawing their child from the subjects
- provide information about the resources that will be used to support the curriculum
- will work closely with parents and carers of children in Year 6 in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered
- will take seriously any issue that parents and carers raise with teachers or governors about this policy, or the arrangements for teaching sex education in school

We aim to build positive relationships with parents and carers by inviting them into school to discuss what will be taught, address any concerns and help parents and carers in managing conversations with their children on the issues covered by the curriculum. Parents and carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

Withdrawing from the Subjects

Relationships and health education are statutory at primary and parents and carers do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents and carers have the right to request to withdraw their child from all or part of the sex education curriculum and this must be confirmed in writing.

The Head of School will automatically grant a parent or carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, a member of the SLT will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. They will also aim to outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the lessons, rather than what was directly said by the teacher. As a school, we would document this process to ensure a record is kept.

Where a pupil is withdrawn from sex education, the Head of School will ensure that the pupil receives appropriate alternative education.

Behaviour

At Waterloo Primary Academy, we have a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships and sex education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. An occurrence of these incidents will be reported to a member of school staff. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

Staff Training

All staff members at Waterloo Primary Academy will undergo regular training to ensure they are up-to-date with the relationship and sex education programme and associated issues. Members of staff

responsible for teaching the subjects will undergo further training led by the PSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

Confidentiality

Teachers conduct relationships and sex education lessons in a sensitive manner. Confidentiality within the classroom is an important component of these lessons and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the Head of School about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL (or DDSL in their absence) and handled in accordance with the Child Protection and Safeguarding Policy.

Assessment

As with any other subject, assessment in RSE will focus on learning, set against lesson objectives and outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. At the end of each lesson, children will self-assess their learning against the lesson objectives and staff will assess the learning using the school Learning Evaluation Forms (LEFs).

Monitoring Quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the

subjects. They will conduct subject assessments, which will include a mixture of the following:

- self-evaluations
- lesson observations
- learning walks
- work scrutiny
- pupil voice meetings
- staff/pupil surveys

The PSHE subject leader will work regularly and consistently with the Head of School and PSHE link governor to evaluate the effectiveness of the subjects and implement any changes.

Monitoring and review

The Academy Council is responsible for approving this policy. This policy will be reviewed on an annual basis by the PSHE subject leader and Head of School.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents and carers, staff or pupils, and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents and carers and, where necessary, pupils.