



WILMINGTON PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

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Relationships and sex education is the right and responsibility of the parent. The school provides relationships and sex education to support parents in fulfilling their responsibility.

The school recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

Whenever RSE appears in the school's PSHE programme in a discrete fashion the class teacher will inform parents about the issues to be covered and seek their support in exploring these issues in the home context. Parents concerned about content to be taught may seek a meeting with the member of staff responsible. Teaching materials used will be made available on request.

Defining Relationships and Sex Education (RSE)

RSE lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The Aims of Sex Education

Based on the above definition the aims of RSE in this school are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In this school RSE has three main elements, all of which are important for a balanced RSE programme:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;

- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

RSE Programme

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to year 6. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

The content of the schools programme is based on the National Curriculum:

Pupils should be taught to:

- describe the changes as humans develop to old age, including puberty (Year 5 science)
- describe the life process of reproduction in some plants and animals (Year 5 science)

The topics that will be covered as part of PSHE lessons in Year 5 and 6 are:

- Families and People who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Physical and Mental Wellbeing

In Year 6 there is a standalone sex education lesson covering sexual reproduction, pregnancy and birth.

At primary school level Relationship and Sex education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and

- are prepared for puberty.

The Delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. It is also the responsibility of the whole staff to deliver the National Curriculum Science, PE and computing. Teachers will draw links between subjects in the teaching of RSE wherever possible.

In the delivery of RSE teachers will use a variety of teaching methods and resources including videos approved by the SLT.

In years 5 and 6, the class teachers will be responsible for delivering specific elements of the Sex Education programme which include puberty and sexual intercourse.

Equal Opportunities

Children may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- The needs of boys as well as girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Children's developmental needs

Monitoring and evaluating RSE

It is the co-ordinators responsibility to:

- a) Ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the school's programme

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Parental right to withdrawal from RSE

Parents have the right to withdraw their pupils from some or all of RSE. They do so in writing to the school. When the school receives such a letter he/she will invite the parents to a meeting, at which the class teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.