



RELATIONSHIPS & SEX EDUCATION (RSE) POLICY



Wood Bank School
From strong roots we grow and blossom

Policy Ratified	October 2024
Review Date	October 2026
Signed (Headteacher)	
Signed (Chair of Governors)	

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1. Aims

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

- › Support pupils in building healthy, positive relationships with others
- › Help pupils develop feelings of self-respect, confidence and empathy
- › 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
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

These aims link with our wider school aims intent to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Wood Bank we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff 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 were consulted about the RSE curriculum, the content was adapted to ensure it was appropriate to the developmental levels of all pupils.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At Wood Bank School we aim for our children to be able to communicate their needs and feelings using whatever communication skills are meaningful to them. We want them to form relationships with their peers, and with familiar adults so that they can feel safe and secure. It is important that children know about their own bodies and their physical and mental health in an age and developmentally appropriate way so that they can make healthy choices and are able to keep themselves safe. We always aim for children to be as independent as possible, and to know that their actions have an impact on their world.

5. Curriculum

Our school is structured with needs-based classes which allow us to provide the appropriate curriculum for each child to fulfil their potential. As a school we offer four pathways Discover, Engage, Explore and Develop which were written by staff in school to allow for a well sequenced, broad and balanced pathway. The relevant sections of the curriculums of our 4 curriculums in which RSE is covered, are set out as per Appendix 1. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

A separate RSE intervention curriculum has been developed to support staff in identifying needs and planning for interventions (see Appendix 2)

6. Delivery of RSE

All children at Wood Bank School will be taught RSE through our topic based developmental approach. What is taught in each curriculum pathway is covered in our curriculum documents Appendix 1 and it outlined below. RSE is taught in the following ways across our 4 curriculums;

- In the Explore curriculum it will interwoven through the strand my independence containing, e-safety, personal hygiene and stranger danger.
- In the Develop and Discover curriculum it has been mapped out through the strand My Behaviour
- In the Engage curriculum it will be delivered through the Social Emotional and Mental Health curriculum within social and emotional affection

Sometimes it may be necessary to address a particular issue or teach a specific skill but most of the delivery of this area will be embedded in our daily activities or through other subjects, for example online safety will be referred to when children are using computers. For many children it will be also be appropriate to have a target related to their EHCP outcome which covers the area of RHE.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

An RSE intervention model has been written to aid with planning of interventions. Class Teachers will identify individual and groups of pupils who require further RSE support. With the consent of parents and in liaison with our Personal Development lead, staff will tailor the units and objectives (Appendix 2) to deliver bespoke interventions.

Sex education is not compulsory in primary schools and is not included in our curriculum. We will however teach sex education where appropriate and where both teachers and parents agree it would be beneficial for individual children. This may include preparing boys and girls for the changes that adolescence brings and teaching children how a baby is conceived and born. Teachers will always discuss with parents when they think there is a need for sex education and the content will be agreed.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

7.2 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 (see section 8).

7.3 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

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.

RSE will be taught by all class staff. Monitoring and evaluation of RHE will be done by the PSED subject leader, Ruth Gosden, alongside the leadership team.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or science education.

Teachers will discuss with parents the intention to teach any of the non-statutory/non-science components of sex education within RSE. The content of this teaching will be outlined and agreed with parents.

Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may invite visitors from outside the school, such as school nurses or behaviour nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Jess Core as PSED lead, through planning scrutiny and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Jess Core as PSED lead annually. At every review, the policy will be approved by headteacher and the governing board.

Appendix 1: Curriculum Map

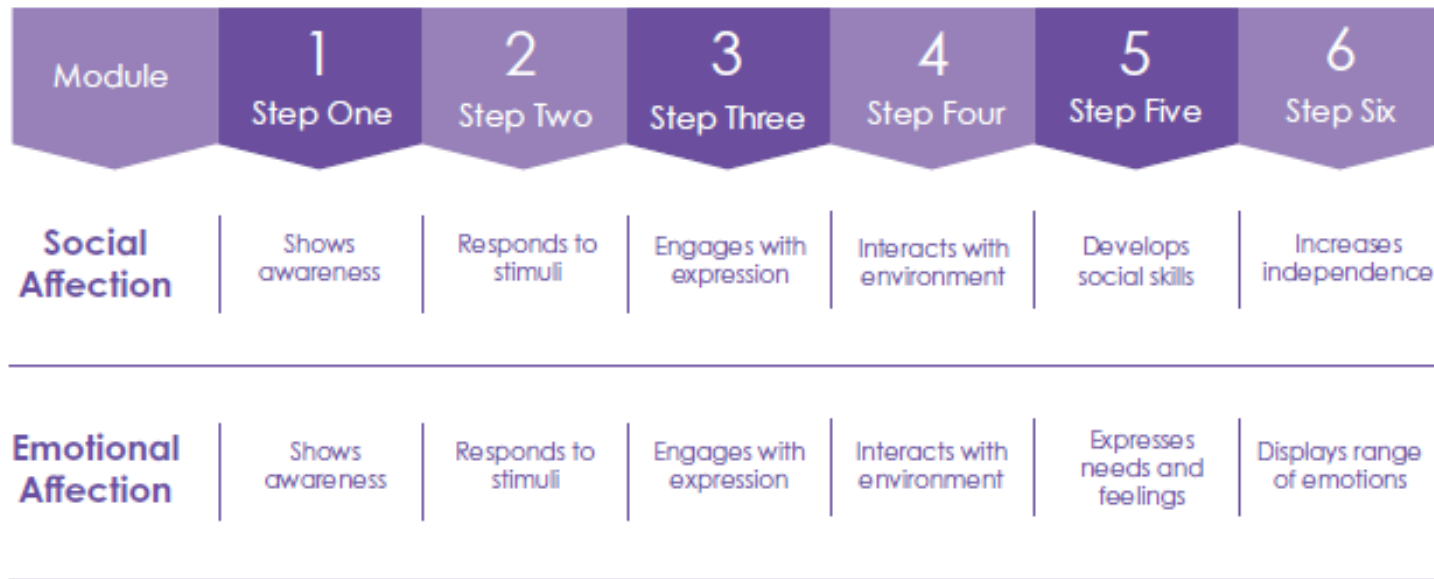
My Independence

Module	1 Step One	2 Step Two	3 Step Three	4 Step Four	5 Step Five	6 Step Six	7 Step Seven	8 Step Eight
Being Safe & Healthy: E-Safety	Interacts with a screen	Recognises familiar image	Accesses the internet	Uses the internet to communicate	Navigates wider internet application	Accesses internet safely	Reviews implications of internet use	Validates sources of information
Being Safe & Healthy: Personal Hygiene	Starts washing & teeth cleaning	Develops own washing & cleaning regime	Undertakes personal hygiene routine	Identifies reasons to protect health	Recognises changes in health	Adopts approaches to protect health	Creates improvement to own health	Connects diet & lifestyle to good health
Stranger Danger	Shows early response to situations	Recognises right and wrong	Learns about safe boundaries	Identifies different scenarios	Builds trust and respect	Assesses potential dangers	Develops strategies to manage a situation	Acts confidently in challenging situations

PSED

Module	1 Step One	2 Step Two	3 Step Three	4 Step Four	5 Step Five	6 Step Six	7 Step Seven	8 Step Eight
My Behaviours	Interacts with familiar people	Displays early level feelings	Demonstrates different feelings	Learns about boundaries of behaviours	Adapts behaviours accordingly	Controls own behaviours	Explores behaviours in more depth	Asserts self positively

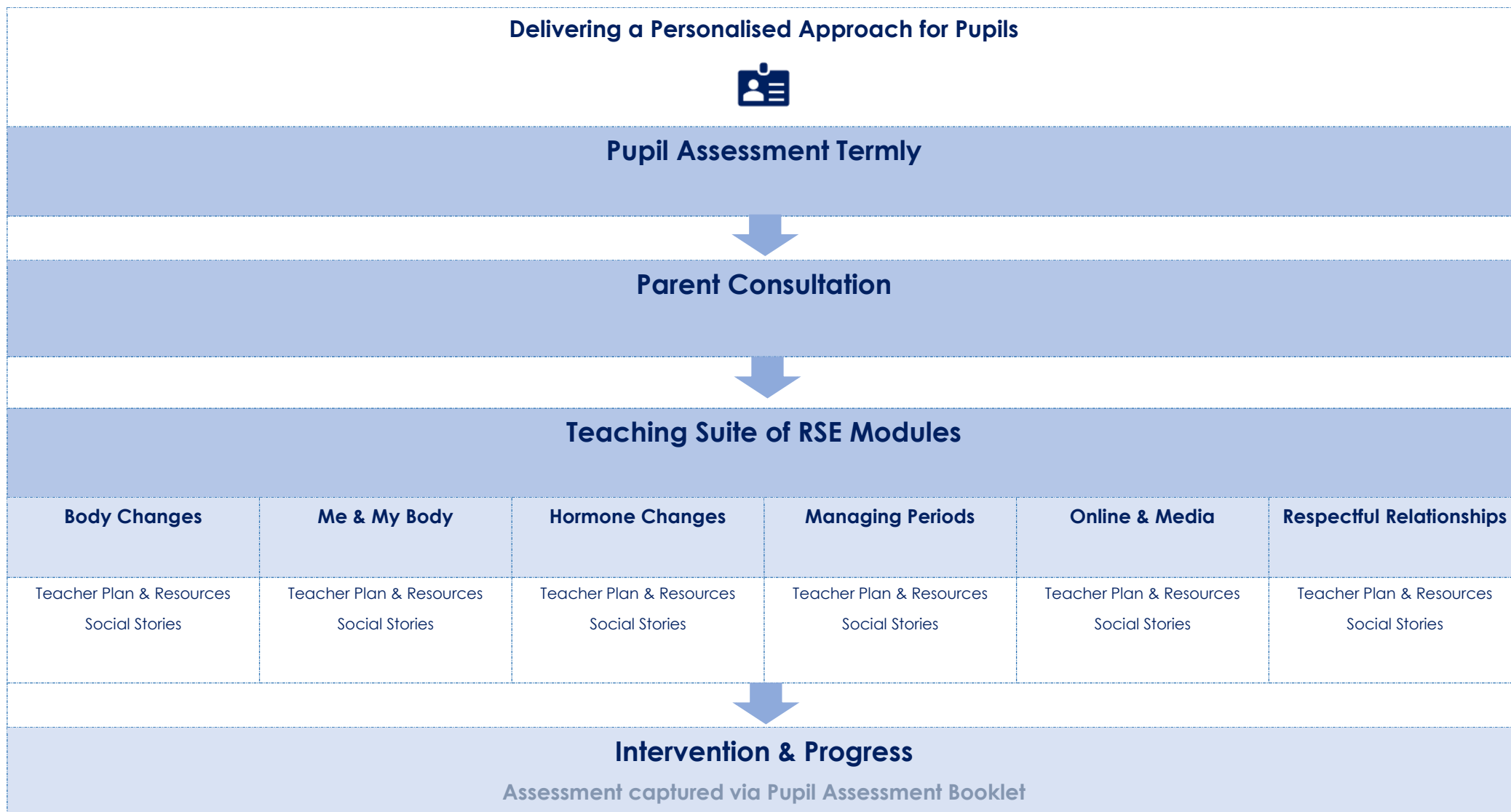
Social, Emotional & Mental health



PSED

Module	1 Step One	2 Step Two	3 Step Three	4 Step Four	5 Step Five	6 Step Six	7 Step Seven	8 Step Eight
My Behaviours	Interacts with familiar people	Displays early level feelings	Demonstrates different feelings	Learns about boundaries of behaviours	Adapts behaviours accordingly	Controls own behaviours	Explores behaviours in more depth	Asserts self positively

Appendix 2: Relationships and Sex Education Curriculum Map



Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	