



UPPER WHARFEDALE PRIMARY FEDERATION

Be the Light

- Matthew 5:14

Our vision is to help each child **flourish** into a caring, confident and resilient young person who has a **love of learning**. We will do this through our shared Christian **values** of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our **innovative** and **inspiring** approach to teaching and learning.

Relationships and Sex Education (RSE) POLICY

Policy reviewed September 24

Next Review: September 25

Policy reviewed by: Rebecca Paskin

Executive Headteachers: Claire Greenwood and Wendy Thompson

Chair of Governors: Kester Horn

Legislation (statutory regulations and guidance)

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools.

The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Definitions

Definition According to SCARF, RSE is defined as the following:

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Children need to learn about relationships, the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. They need to learn about include puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep them safe. Our SCARF Relationships Education curriculum also includes statutory Health Education as well as non-statutory sex education. Therefore, we often refer to this as RSE: Relationships and Sex Education. Our RSE lessons are a key part of the SCARF curriculum which provides the framework for a whole-school approach to improving children’s wellbeing and progress, based the SCARF values: SAFETY, CARING, ACHIEVEMENT, RESILIENCE and FRIENDSHIP.

Our resources help children to be safe, healthy and happy. Delivered as part of PSHE and Science, they help schools meet SMSC, safeguarding, and emotional wellbeing requirements, as well as ensuring that they meet all the DfE Primary Relationships Education and Health Education and National Curriculum Science requirements.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

Consultation with parents

The federation schools are keen to involve parents in the reviewing of the RSE policy. We are aware that what we teach in our schools should take into account parent beliefs whilst still ensuring that the curriculum meets the demands and challenges of the modern world and prepares our children to make well informed decisions going forward. Our main aim is always the safeguarding of our children. With this in mind we consulted on this policy with

groups of parents in July 2020. In April 2021 all parents had the opportunity to view the policy. In May 2023 we also provided an opportunity to explore this policy and teaching resources through RSE workshops in each school.

Rationale and Ethos

Our vision is to create a curriculum that encourages children to discover, explore and create. We want to help each child flourish into a caring, confident and resilient young person who has a love of learning. Our curriculum is designed to encourage children to discover, explore and create. Encompassed within our vision, is the need for children to be exposed to a range of topics and experiences that broadens their understanding and equips them with the skills our children need to be confident, resilient, life-long learners who reach their full potential.

At Burnsall, Cracoe and Rylstone, Grassington and Kettlewell Primary Schools we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to core aspects of our curriculum areas including science, learnology, Religious Education, spirituality, diversity, outdoor learning and healthy living. Within PSHE and RSE we aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

All four of our schools believe that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

The Upper Wharfedale Primary Federation want their Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Teaching about mental wellbeing is central to this, especially as children's happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

Our schools recognise that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. We will educate pupils to see the good in the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will continue to play a major part in our teaching.

We intend that our Relationships Education will be complemented by our Federation vision 'Be The Light' and will also link to our 'Shine' awards system which recognises personal attributes of Love, Forgiveness, Thankfulness, Kindness and Trust. The knowledge and attributes gained will support their own, and others wellbeing and attainment, and help them become successful and happy adults who make a meaningful contribution to society. To embrace the challenges of creating a happy and successful adult life, children need

knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and to build their self-efficacy.

This policy will be reviewed on a termly basis initially by the SLT to ensure that the teaching and learning of RSE is taking place successfully. This will ensure that any changes can be made in an informed manner.

Our curriculum content will also involve making pupils aware of their Human Rights:

Article 16 – You have the right to privacy.

Article 19 – You have the right to be protected from being hurt or mistreated, in body and mind.

Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well.

Article 28 – You have the right to a good quality education.

Article 29 – Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.

Article 34 – You have the right to be free from sexual abuse.

Article 36 – You have the right to protection from any kind of exploitation.

The policy is based on DfE guidance from ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ June 2019.

The policy has also been informed by:

- Sex and Relationship Education Guidance (2000)
- Keeping Children Safe NYCC Relationships and Sex Education Guidance for Schools (Sept 2019)
- Equality Act 2010
- Understanding of the Ofsted inspection framework and links to the Relationships Education, RSE and Health Education.

This policy is linked to:

- Safeguarding / Child protection Policy
- Confidentiality Policy
- Anti- Bullying Policy
- Online Safety Policy
- Inclusion Policy
- PHSE policy
- Teaching and Learning Policy
- Assessment Policy
- Science Policy
- RE/Collective worship Policy

Roles and Responsibilities

The RSE programme will be led by our PSHE/RSE lead

It will be taught by all staff across the Federation.

Head Teacher

It is the responsibility of the head teacher to:

- Ensure that parents and staff are informed about the RSE policy.
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so they can teach effectively and handle any issues sensitively.
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy.

Parents and Carers

Parents and carers are the prime educators for children on the matters covered in Relationships Education, Sex Educational and Health Education. We believe that school should complement and reinforce the role, building on what pupils learn at home. All four of our schools will work closely with parents when planning and delivering this subject. We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education sessions delivered as part of statutory RSE.

We believe that involving parents in discussions over what will be taught in school will help to address any concerns parents may have in managing conversations with their children on these issues. We feel that this open relationship with parents allows the important opportunity to talk about how this subject contributes to pupil wellbeing and keeping children safe.

Right to withdraw from Sex Education

Parents have the right to request that their children be withdrawn from some or all of sex education delivered as part of the statutory RSE. As part of good practice, the head teacher will discuss the request with parents, and if appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion would include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social or emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class.

The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than part of the science curriculum, if the parent/carer still insists.

There is no right to withdraw from Relationships Education or Health Education. As a school we will document this process and keep appropriate records.

Puberty is a statutory part of the health education component in our curriculum.

Governors

As well as fulfilling their legal obligations, the governing body will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in a way that is accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content, and the right to request that their child is withdrawn.
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Equality (including SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when teaching pupils with special educational needs and disabilities. We will ensure high quality teaching that is differentiated and personalised and that will be our starting point to ensure accessibility.

Under the provisions of the Equality Act, we will ensure that all pupils are treated equally regardless of their sex, race, disability, religion belief or gender.

The religious background of pupils will be taken into account when planning and teaching so that topics are handled appropriately.

Children in all four federation schools are made aware of issues such as sexism, misogyny, homophobia and gender stereotypes. We take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff play an important role in modelling positive behaviours.

Use of Resources

We will ensure that we consult with parents, and provide examples of the resources to be used. We believe that this will be reassuring for parents and enable them to continue the conversations started in class at home.

Language and terminology

Children will be introduced, at appropriate stages, to the correct terminology in RSE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering will be discussed with the head teacher, and where appropriate, answered at a later date. Consideration will be given to religious and cultural factors and to parents' wishes.

If such a situation occurs, parents will be informed and consulted.

Confidentiality of children

RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in the delivery and support of SRE should be alert to the signs of abuse or neglect or exploitation. The schools have a separate Child protection and safeguarding statement accessible on the website and as hard copies in the school office. Effective RE may bring about disclosures of child protection issues and staff are aware of protocol for reporting their concerns.

Aims and Objectives

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.
- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RSE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
- Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
- Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Curriculum Design and Intent

EYFS

In the Upper Wharfedale Primary Federation, children in our EYFS develop skills that form crucial foundation for later teaching of PSHE/RSE at Key Stage 1 and Key Stage 2.

The educational programme prime focus of Personal, Social and Emotional Development Early Learning Goal (ELG) references:

- Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self-Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships Children at the expected level of development will: - 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.

These Early Learning Goals underpin the EYFS curriculum in preparation for the National Curriculum requirements.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

In RSE, through SCARF, the children in EYFS will learn about:

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

Science Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education

In Key Stage 1 children learn:

- That animals and humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That animals and humans can reproduce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage 2 children learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Relationships and Sex Education - Statutory

PSHE is taught in single age groups in Year 1-6 during federation working. The scheme of work builds on the children's learning each year. The SCARF scheme of work covers RSE in the following areas:

Key Stage 1

Extending the learning in EYFS. New content will include:

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including naming genitals
- Feelings
- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others safe
- Growing from young to old and how people's needs change

Lower Key stage 2 (Year 3 and 4)

Extending the learning in Year 1 and 2. New content will include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships)
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure
- Menstruation
- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

Upper Key stage 2 (Year 5 and 6)

Extending the learning in Year 3 and 4. New content will include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online
- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth

External Agencies

The federation schools may supplement their teaching of RSE using external agencies (Crucial crew, NSPCC etc). Agencies will only be used if appropriate to the RSE curriculum and will need to have the relevant checks and qualifications for working within schools.