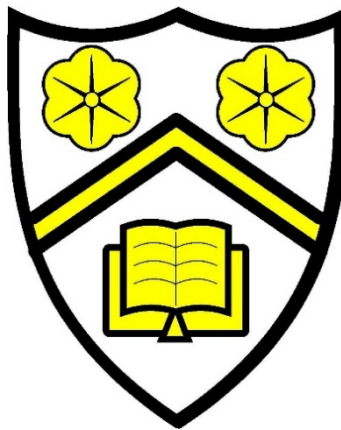


# Whitehill Community Academy

## Relationship & Sex Education Policy 2023-2024



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
J Roche	November 2020	Annually
J Roche	November 2021	Annually
J Roche	September 2022	Annually
J Roche	September 2023	Annually

**Whitehill Community Academy (3-11)**  
**“Opening minds, unlocking potential, celebrating success together”**

**Relationships and Sex Education Policy**

***“Happy, confident and safe children”***

***Intent- Relationship and Sex Education enables our pupils to understanding the importance of family life; stable and loving relationships, how to keep safe and healthy while being assertive and showing respect for others.***

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”*

Secretary of State, DoFE ‘Relationship Education, Relationships and Sex Education (RSE) and Health Education, document, 2019.

**Introduction**

This policy has been implemented in line with the new requirements set out by the Government in consultation with our parents. From September 2020 it will be statutory for all schools to deliver Relationships Education in primary schools and we are encouraged by the Department of Education (DoFE) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings. Health Education will also be made statutory from 2020, covering the key facts about puberty and the changing adolescent body. The subject content will be age appropriate and developmentally appropriate for the children we are teaching.

At Whitehill Community Academy we will offer pupils a carefully planned programme using PSHCE Association and the Jasmine and Tom Scheme as RSE is best taught as part of the Personal, Social and Health Education (PSHE); in Citizenship and the Science curriculum. RSE will be completed within a safe, comfortable atmosphere where teachers and pupils feel relaxed and have built good relationships. The programme is set within a moral framework and will support our children to foster personal wellbeing and helps to develop resilience, which we believe are fundamental to pupils’ happiness, success and help them to become a productive member of society.

**Aims**

Parents and carers are the prime educators for their children in many of these matters and at Whitehill Community Academy we aim to complement and reinforce this knowledge. Our aims are to help the children:

- Have the confidence and self esteem to value themselves and others.
- Help pupils develop feelings of self-respect, confidence and empathy.

- Understand about the range of relationships, including the importance of family for the care and support of children.
  - Provide a framework in which sensitive discussions can take place.
  - Understand the importance of health and hygiene; including their own well-being and mental health.
  - Recognise unsafe situations and be able to protect themselves and ask for help and support.
  - Prepare older pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
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- Teach pupils the correct vocabulary to describe themselves and their bodies and describe how their bodies work.

All these aims integrate into our PSHE and Science curriculum; and are embedded in our school values.

### **Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. At Whitehill Community Academy we use the PSHCE Association and Yasmine and Tom scheme of work. Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

An example of an RSE lesson can be found in Appendix 1.

The Relationship education aspects focus on the teaching of fundamental building blocks and characteristics of positive relationships include:

- Families and people who care for us;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe.

All areas of learning are taught within the context of family and school life, we take 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 sensitivity that some children may have a different structure of support around them for example, looked after children or young carers.

The Physical health and mental wellbeing aspects include:

- Mental wellbeing;
- Internet safety and harms;

- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic first aid;
- Changing adolescent body (age 9 onwards).

Many of these aspects are taught as part of our PSHE, PE and Science curriculum. Linked with Religious Education children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

As part of the science curriculum **Early Years Foundation Stage** children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In **Key Stage 1** (age 5-7years) pupils are taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In **Key Stage 2** (age 7-11years) pupils are taught to:

- Describe the life process of reproduction in some plants and animals;
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In Year 5 and 6 many children experience puberty. It is our aim that children are aware of these changes prior to them happening. The rationale behind this is to ensure that they are fully prepared for the imminent changes ahead. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

Development of the above knowledge, self-esteem and building relationships does not just take place through the taught curriculum but through all aspects of school life including assemblies, clubs, and lunchtimes and on the playground. Indeed this is interwoven in to our school values. It is important 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.

### **Roles and responsibilities**

Our governing board will approve the RSE policy and will hold the Principal accountable for the implementation of this. Our Head of Inclusion is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

All staff are responsible for ensuring effective safeguarding practice, including:

- Creating a safe environment.
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE, including developing ground rules/agreement with children being taught.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.
- To have good knowledge, skills and confidence in how to deal with sensitive issues, including potential disclosures.

Staff do not have the right to opt out of teaching RSE. Staff that have concerns about teaching RSE are encouraged to discuss this with the head teacher/Head of Inclusion to ensure appropriate plans can be put in place.

At Whitehill Community Academy we consider how lessons are to be delivered, especially when covering sensitive issues, and at times it will be appropriate to work with single sex

groups, even when covering the same knowledge. This allows the same information to be provided but provides children with the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

### **Parents' right to withdraw**

As an Academy we make parents aware of what we will be teaching and when. This information is available on the school website and when particularly sensitive issues of the curriculum are being taught, such as puberty, parents are made aware via letter. Parents do not have the right to withdraw their children from relationships education but can request that their child is withdrawn from some or all of the sex education; the only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. Requests for withdrawal should be put in writing and addressed to the head teacher.

### **Differentiation for SEN and More-Able Children**

Throughout their school life children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship education or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

### **Assessment**

Monitoring, evaluation and assessment of the Relationships Education programme is important as it enables the Academy to:

- Understand children's stage of development and needs.
- Deliver relevant and engaging lessons.
- Reflect on and analyse the impact and effectiveness of Relationships Education in the classroom and across the school.

### **Policies Linked to this Policy**

Safeguarding and Child Protection Policy

Behaviour Policy

Anti- Bullying Policy

Promoting British Values and Spiritual, Moral, Social, Cultural development

Science Policy

PSHE and Citizenship Policy

Drugs Policy

SMSC policy

## Appendix 1 – RSE Withdrawal Form

### TO BE COMPLETED BY PARENTS

Name of Child		Class	
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Name of Parent		Date	
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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 WHITEHILL COMMUNITY ACADEMY

Agreed actions from discussion with parent/carer:

Signed