

Relationship and Sex Education (RSE) Policy

The purpose of this policy is to outline and explain what RSE is and how it will be delivered across school.

This policy has been created in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance and follows Staffordshire's Entrust PSHE scheme of work.

At Westfield, we recognise that as a school we have a legal responsibility to provide comprehensive Relationships Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children 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 and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help and to protect themselves against harmful and exploitative situations. In addition, RSE contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self worth whilst recognising, accepting and respecting differences.

What is RSE?

For the purpose of this policy, 'Relationships and Sex Education,' is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, 'Health Education,' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices

The Department for Education defines Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This area of learning is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. At Westfield, we want children to know and reflect sensitively on the knowledge that all families are different and that all children have different structures of support around them. This may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and more.

It also involves learning about healthy lifestyles, diversity, sexual health and personal identity. RSE involves a combination of sharing information, and exploring issues and values. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

Teaching about mental wellbeing is central to these subjects. The new subject content will give pupils the knowledge and capability to take care of themselves and receive support if problems arise. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Relationships and health education are statutory at primary and parents 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 have the right to request to withdraw their child from all or part of the sex education curriculum.

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The Department for Education continues to recommend that all primary schools have a sex education programme tailored to the age and maturity of the pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so. Our key aim in providing RSE throughout the school is to safeguard our pupils. We are building the foundations of skills and knowledge that will be developed further at secondary level. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than from their peers or the internet. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Values, aims and objectives:

Through the teaching of RSE at our school, we aim to:

- Provide an inclusive learning environment, which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teach non-biased, accurate and factual information that is positively inclusive.
- Provide a framework in which sensitive discussions can take place.
- Help pupils to develop confidence in talking, listening and thinking about feelings and relationships.
- Help pupils to develop feelings of self-respect, build self-esteem, confidence and empathy, in order to value themselves and others.
- Help pupils to develop knowledge and understanding of positive and healthy relationships.
- Promote the spiritual, mental, social and cultural development of pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Promote critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Teach pupils to understand how safe routines can reduce the spread of viruses.
- Teach pupils to recognise unsafe situations and be able to protect themselves and ask for help and support.
- 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.
- Help pupils to understand reproduction and birth within the context of loving and caring relationships.
- Equip children, in accordance with the school's vision, with confidence and life skills to reach their full potential.

Delivering RSE

RSE will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. The compulsory subject content will be accessible to all, regardless of gender, race or disability. It will be age appropriate and developmentally appropriate. RSE will be delivered in a factual, non-judgmental way ensuring that teachers provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

We will offer pupils a carefully planned programme from Staffordshire's Entrust PSHE Scheme. The scheme will be firmly embedded within the broader PSHE, Citizenship, and Science curriculum. Class teachers will use the scheme as a basis for their planning and lessons will be based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability and level of maturity. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. Lessons will be delivered within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

Subject Content

There are 3 strands within the new RSE curriculum – Relationships, Sex and Relationships and Health.

According to government guidance, by the end of Primary School, pupils should know the following:

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Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children 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.
Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by 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 including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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; including 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 (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources.
Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health.

	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

At Westfield, we follow Staffordshire's Entrust PSHE scheme, which is divided up into year groups and six topic areas are covered each year. The scheme is progressive, building the children's knowledge, understanding and skills year on year.

The six topics in the scheme are:-

- Me and my School
- Me and my Relationships
- Happy and Healthy Me
- Me and my Safety
- Me and Other People
- Me in the World

It is important to stress that children will be taught in an age-appropriate way. Ensuring children treat each other with kindness, consideration and respect is our number one priority.

The scheme provides a gentle introduction to some key RSE themes in Reception, Year 1, 2 and 3. Children are introduced to the words 'penis' and 'vulva' to describe the private areas of their body and are given key safety messages around safe and unsafe touches and who can help them. They also look at differences between boys and girls, families and hygiene. From Year 4 we start to teach about puberty as some children may start to experience some of the physical or emotional changes. This learning is built upon in Years 5 and 6.

By the time children leave us in Year 6, we will have ensured the needs of all pupils are appropriately met, and that all pupils understand the importance of equality. We will ensure all pupils have been taught LGBT content at a timely point as part of this area of the curriculum. This complies with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected categories.

The following table summarises the main RSE content in the Entrust Scheme of work:

Year	Theme	Key concepts	Vocabulary
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist

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	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical) Gender stereotypes Stonewall – Same Love Different Families	Boy, girl, male, female, family, same, different and similar
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret
5	Me and My Relationships	Changes in boys and girls Menstruation/Periods Realities and myths about periods Provision in school for periods Gender stereotypes Hygiene Relationships Love What makes a good partner? Unhealthy relationships Pressure	Puberty, menstruation (period), ovary, ovum, fallopian tubes, womb, vagina, labia, vulva, clitoris, breasts, monthly, sanitary towels, tampons, stereotype, gender, individuals, expectations, discrimination, change, personal hygiene, hormones, bacteria, sweat, perspire, greasy, odour, toiletries, relationships, love, partner, marry, marriage, secret, risk and responsibility
6	Me and My Relationships	Concerns and worries NSPCC – In the Know	Puberty and feelings
	Happy and Healthy Me	Internal sexual organs Menstruation Conception Gender stereotypes	Puberty, emotional, physical, social, compromise, negotiate, reproductive organs, cervix, bladder, scrotum, sperm duct, urethra, sperm, egg, sexual intercourse, womb, penis, vagina, hips, testicles, baby, periods, breasts and ovaries

Some elements of RSE are delivered through the Science National 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 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can reproduce offspring and these grow into adults.

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- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage 2 children learn:

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

Answering Children's Questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. We believe children should be able to ask questions without judgement and if children do ask a question, they are best off receiving honest, open answers from safe adults in their lives. If ignored they merely build unnecessary barriers, leaving children to seek their answers from less reliable or non-child friendly sources.

Teachers will reply to and answer questions sensitively, openly, honestly, scientifically and factually without relying on their own personal beliefs. They will ensure that balanced information is provided which will take into account different views and avoid any negative impressions. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions that could make either party vulnerable.

If a child asks an explicit or difficult question, staff will answer appropriately in accordance with RSE learning intentions. Teachers may suggest that questions raised outside these guidelines should be discussed with an adult at home or someone whom the child trusts. In some circumstances, questions which teachers feel uncertain about answering should be discussed with a senior member of staff and, where appropriate, answered at a later date. Consideration should always be given to religious or cultural factors, and to parents' wishes before questions are answered.

Confidentiality and Safeguarding:

When teaching any sensitive topic such as RSE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

A trusting relationship between pupils and staff is an important aspect of effective RSE, however it is important for pupils to understand that staff cannot maintain absolute confidentiality. Children will be informed that confidential disclosures cannot necessarily be kept.

All members of staff who deliver RSE lessons, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

Westfield has 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, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Parents and parental rights to withdraw:

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the (non-statutory/non-science) components of sex education within RSE covered in Year 5 and Year 6. Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the class teacher

to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time. Alternative work will be given to pupils who are withdrawn from sex education.

Date reviewed: January 2021

This policy will be reviewed yearly. It will may be reviewed sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

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