




## Withymoor Primary School

'Learning together, aiming for excellence'

### Relationship and Sex Education Policy

	Name of School	Withymoor Primary School
	Policy review Date	Autumn 2023
	Date of next Review	Autumn 2024
	Date approved by Governing body	Autumn 2023
	Chair Person	Mrs Heather Hughes
Signature		



# Relationships, Health and Sex Education policy

*Withymoor Primary School*

*“Learning together, aiming for excellence”*



**Approved by:**

Full Governing Body

**Date:**

**Last reviewed on:**

Autumn 2023

**Next review due by:**

Autumn 2024

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### 1. Aims

The aims of relationship and sex education (RHSE) at our school are to:

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

Withymoor Primary School considers that Sex and Relationships Education (RHSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. 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, where 'learning together' is at the forefront of what we do. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

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## 2. Statutory requirements

RHSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RHSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Withymoor Primary School, we teach RHSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

1. Review – a member of staff and a working group 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 invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### 4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RHSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

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

#### 6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional supported by a member of teaching staff.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. In planning for lessons, each teacher will take in to account the needs of all pupils within their own class, adapting their approach accordingly.

## 7. Roles and responsibilities

### 7.1 The governing body

The governing board will hold the headteacher to account for the implementation of this policy.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHSE (see section 8).

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RHSE policy.
- Ensure the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### 7.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- 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 RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher. Teaching staff will be responsible for the delivery of the curriculum within their own classroom.

#### 7.4 Pupils

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

#### 7.5 The Role of Parents

The school is well aware that the primary role in children's RHSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RHSE policy and practice
- Answer any questions that parents may have about the RHSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RHSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

## 9. Training

Staff are trained on the delivery of RHSE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

## 10. Monitoring arrangements

The delivery of RHSE is monitored by Rebecca Tong, Designated Safeguarding Lead through:

Monitoring of lessons, book looks, pupil voice and review of planning

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

This policy will be reviewed by Rebecca Tong, annually. At every review, the policy will be approved by the governing body and signed by the chair of the governing body.

### Links with Other Policies

We recognise the clear link between RHSE, PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate;

- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Acceptable Use Policy and E-Safety Policy
- Intimate Care Policy

