

The Federated Schools of  
Wood Street Infant School  
&  
Worplesdon Primary School



Relationships & Sex Education Policy

Policy Reviewed	January 2024
Next Review	January 2026

# Worplesdon Primary School – Relationships & Sex Education Policy

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## 0. Philosophy

At Worplesdon we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At Worplesdon we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014):

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

These drivers steer the implementation of school policies.

## 1. What is Relationship and Sex Education?

In the DfE guidance document, Relationship and Sex Education is defined as:

*'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, marriage, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.*

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.

## 2. Aims and Objectives of Relationships and Sex Education

The aims of relationship and sex education (RSE) 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

## 3. Why Relationships and Sex Education is Important

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older students frequently say that sex and

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relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

### 4. Consultation

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 or 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. Ratification – once amendments were made, the policy was shared with governors and ratified

### 5. Links with Other Policies

This policy should be read in conjunction with the following policies:

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti Bullying
- E-Safety
- Science

### 6. Every Child Matters

Under the 2004 Children’s Act schools are required to respond to the Every Child Matters Agenda. Relationships and Sex Education makes particular reference to the following objectives:

Children and Young People are:

- Physically healthy, mentally and emotionally healthy, sexually healthy and live healthy lifestyles
- Are safe from maltreatment, neglect, violence and sexual exploitation
- Develop positive relationships and choose not to bully or discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges
- Engage in law-abiding and positive behaviour in and out of school

## 7. Organisation

The Relationships and Sex Education is delivered throughout the year and in every year group as part of our Personal, Social and Health Education curriculum. Some factual knowledge will be delivered through the Science curriculum. Teachers will use the JIGSAW PSHE programme to plan and deliver their RSE sessions in consultation with parents.

Worplesdon Primary School has a statutory duty to teach the following as part of the Science element of the National Curriculum.

### 7.1 EYFS

- Life and Growth – The human body and what it does.
- Self-confidence and self-awareness
- Making relationships

### 7.2 Key Stage 1

- To name and locate parts of the human body, including those related to the senses and describe the importance of exercise, balanced diet and hygiene for humans.
- To notice that animals including humans have offspring which grow into adults.
- To identify ways to keep the body and mind healthy
- To make and maintain healthy relationships

### 7.3 Key Stage 2

- To describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.
- To describe the processes of reproduction in some plants and animals.
- To identify the physical and emotional changes that take place during puberty.
- To learn about the different aspects of maintaining healthy relationships.
- To describe the processes as humans develop to old age.
- To recognise the humans produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### 7.4 Delivery

Lessons will be delivered in a safe and respectful environment by the Class Teachers or in some cases, the school nurse. The Class teacher's knowledge of children and their relationship with the pupils support their delivery of the programme.

Generally the lessons will be delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups e.g Menstruation and How Babies Are Made (Year 6).

Individual teachers are responsible for planning and delivery of lessons but it is expected that they include the following approaches:

### 7.5 Discussion

Research into effective RSE shows that discussion and project based work encourage learning and is enjoyed by pupils. By involving pupils in structured activities, they will:

- Draw on previous knowledge to develop more understanding
- Practise their social and personal skills
- Consider their beliefs and attitudes about different topics
- Reflect on their new learning
- Plan and shape future action

## 7.6 Group Work

Group work will be a central feature of lessons.

Each lesson will give the children an opportunity for reflection to consolidate what they have learnt and to form new understanding, skills and attitudes.

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 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.

### 8.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- 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.

### 8.4 Pupils

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

A question/thought box will be in every classroom for the children to post any concerns they may have at any time, remaining anonymous if they wish. It is the teacher's responsibility to regularly check for concerns and deal with any of the children's questions if appropriate, whether that be on a whole class basis or individually.

## 9. Parental Involvement and Support

Parents are important partners both in the formation of this policy as well as the delivery of the objectives. Periodically a cross section of parents will be invited to work with teachers and governors to review and revise this policy. The revised policy will be sent out to parents for their information. Also teachers will always be available for discussions with any parent concerning any issues with this area and can advise parents on the content of lessons.

## 10. Parental Right to Withdraw Their Children

Parents have the right to withdraw their children from the non-statutory components of RSE. 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 RSE.

## 11 Specific Issues Related to RSE

### 11.1. Responding To Questions

All responses to pupils' questions will be open and honest. The Teacher should establish clear parameters of what is appropriate and what is not appropriate by setting clear ground rules. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

The basic ground rules are:

- No-one, (teacher or pupil) should have to answer a personal question
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meaning of words will be explained in a sensible and factual way, using the glossary if possible
- If the teacher does not know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher or both research the question later.
- If a question is too explicit, is inappropriate for the whole class, the teacher should acknowledge it and promise to attend to it later, on an individual basis. This will retain the pupils esteem but will not disturb the rest of the class. To maintain the pupils trust and respect the question must be returned to later. Children have the facility to post questions anonymously, which the Teacher will address in subsequent sessions. If a pupil's questions or responses raise concerns about sexual abuse, the school's Designated Safeguarding Lead (DSL) shall be consulted.
- If a child asks a question that is age inappropriate the Teacher should acknowledge the question and explain that this is something they will learn about in the future. If this age inappropriate question raises concerns teachers will contact the parents concerned. If the question raises concerns about a child the Teacher should address this question individually with the child.

## 12 Internet Use, Social Media and the use of Mobile Devices

Ongoing E-Safety lessons will address e-safety specifically in the context of relationships with peers, what is / is not appropriate to talk about or be asked about. Please refer to the E-Safety Policy.

## 13 Special Needs

All pupils are entitled to Relationship and Sex Education. Where pupils have particular needs the lessons will be adapted to enable the child to access the lesson.



### 14 Monitoring and Evaluation

Olivia Carey (Learning for Life Co-ordinator) monitors the delivery of RSE through learning walks and planning scrutinies. This policy will be reviewed by Olivia Carey (Learning for Life Co-ordinator) and Dan Torjussen (Science Co-ordinator) annually. As part of each review, the governors, staff and parents will approve the policy.

### 15 Professional Development for Staff

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. Visitors from outside the school, such as school nurses or sexual health professionals, may be invited into school to provide support and training to staff teaching RSE.

### 16 Policy Review

This policy was revised by parents, teachers and governors in January 2021.