



Relationships and Sex Education (RSE) Policy

At Wild Bank we want all children to grow up healthy, happy, safe, and be able to manage the challenges and opportunities within their lives. Having healthy relationships is an important part of life, and we want to equip our pupils with the skills to ensure that their relationships are positive and safe. Safeguarding our pupils' health, safety and wellbeing underpins the RSE lessons at Wild Bank.

Government guidance

The Department for Education has introduced a new curriculum for Relationship Education, commonly shortened to RSE, and from September 2020 all primary age children will be taught RSE as part of their personal, social and health education (PSHE).

The content set out in the guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Primary schools can determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

Our aims

At Wild Bank, our guiding principles are that all of the compulsory subject content (Relationship Education) must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law.

What does the curriculum cover?

At Wild Bank we will follow the Jigsaw. The curriculum covers some important universals: we all want to be treated as we would have others treat us – with kindness, consideration and respect; and we all value our personal privacy, as well as honesty, truthfulness and the seeking and giving of permission.

The syllabus is designed to equip children with the knowledge and skills to make informed decisions about their wellbeing, health and relationships (on and off-line), as well as preparing them for a successful adult life.

All of the content supports Wild Bank's wider work on nurture and wellbeing; it helps to develop resilience and character which we recognise are fundamental to our pupils being happy, successful and productive members of society.

How is it taught?

Pupils will be taught by teachers in their classroom, or in small groups, and will be given opportunities to discuss their thoughts in a safe and non-judgemental environment. Children's questions will be responded to in an age-appropriate and factually correct manner.

An age appropriate curriculum

At Wild Bank we have flexibility to deliver the content of the curriculum in a way that is age and developmentally appropriate to our pupils. For example, from their time in FS1, our children are taught to recognise the importance of personal privacy, of respecting others' personal space, and how to look after, and protect their bodies.

Such lessons provide the important foundations for subsequent RSE lessons in KS1 & 2 when the children are emotionally and developmentally ready (see appendix 1 for a selection of the age-appropriate SRE lessons).

Relationship education

A key theme of the new curriculum is 'families' and how, in their many forms (single parent families, families headed by grandparents, adoptive parents, foster parents/carers, LGBT parents etc.), can provide a nurturing environment for children. Removing all stigmatisation for children, who have different home circumstances, is vitally important.

In addition, there is a focus on the 'fundamental building blocks and characteristics of positive relationships', with particular reference to friendships, family relationships, and relationships with other children and with adults, including online. The new curriculum teaches young people about safe/unsafe behaviour, power and control and empowers them to challenge and/or report situations in which they feel uncomfortable or unsafe.

Health and wellbeing education

Aspects of health and wellbeing education are covered as part of the RSE curriculum, as well as within science lessons. These lessons aim to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Pupils will be taught content on: mental wellbeing; internet safety and harms; physical health and fitness and the physical differences between the genders.

Sex education

Teaching the correct names of our external body parts is another important aspect of RSE education, and needs to be done without stigma or embarrassment. From a safeguarding

point of view, it is vitally important for young children to know what their body parts are called from an early age.

Many primary schools, including Wild Bank, teach sex education in years 4 & 5. In these lessons pupils may learn the names and functions of the reproductive organs, are made aware of key changes that take place during puberty and are able to ask questions, or seek clarification of facts, in a safe and unthreatening environment.

Living in the wider world

Pupils at Wild bank are taught to explore and critique how the media present information. They have opportunities to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead and the importance of being careful when sharing images.

Safeguarding our pupils

At Wild Bank, teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in an unsafe activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, the teacher will follow the school's safeguarding policy and procedures, referring the matter to the Head teacher or Deputy.

The role of the parent

At Wild Bank, we are clear that parents and carers are the prime educators of their children on many of these matters. Our school seeks to complement and reinforce this role and build on what pupils learn at home.

Wild Bank parents and carers are always welcome to approach the school if they require more information about our curriculum.

In line with DFE guidance, the relationship aspects of the curriculum are compulsory and so all pupils must take part in age-appropriate lessons.

Parents will be advised by letter when certain aspects of the curriculum are being taught and provided with an opportunity to discuss the content with a member of staff.

Parents do have the right to withdraw their child from some, or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

The role of the Head Teacher

The Head Teacher is responsible for publishing the SRE policy, and oversees the delivery of the curriculum in conjunction with other members of the staff. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

When a parent/carer requests a meeting, the head teacher will discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

The Head Teacher will then grant permission to withdraw from some aspects of the sex education.

Monitoring and review

The Governing Body (IEB) at Wild Bank monitors our SRE policy on an annual basis. They ensure that the teaching and learning of SRE meets the DFE's guidance.

Appendix 1

Age-appropriate SRE lessons

Year 1	The differences between secrets and nice surprises The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls
Year 2	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
Year 3	To judge what kind of physical contact is acceptable or unacceptable and how to respond
Year 4	How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media How their body will, and their emotions may, change as they approach and move through puberty
Year 5	How their body will, and their emotions may, change as they approach and move through puberty About human reproduction
Year 6	About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers