



Wavell Community Primary School

Relationships, Sex and Health Education Policy (RSHE)

2024 - 2026

Members of staff responsible:

Mrs Gillian Crouch (Executive Headteacher)

Miss Lara Vinsen (Assistant Headteacher, KS2 SENDCo. and PSHE Subject Leader)

Mrs Leigh Ellar (EYFS & KS1 SENDCo. and PSHE Subject Leader)

Rationale

At Wavell Community Primary School, we shape our Relationships, Sex and Health Education curriculum to ensure it is fully inclusive to every child. RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care, for family life. Our School serves diverse families from all corners of the world who bring many differing life experiences to our school community. We plan and deliver our curriculum in a way that is coherent and ensures that all children are prepared for the many different relationships they will encounter in their highly mobile lifestyle.

Intent

In teaching a clearly structured and progressive RSHE curriculum that follows 2020 statutory guidelines, children acquire information, develop skills and form positive beliefs, values and attitudes. Children will understand how to build and maintain positive, enjoyable, respectful, loving and non-exploitative relationships, to stay safe on and offline and to take responsibility for their body, relationships and well-being. RSHE is delivered within the school's nurturing and sensitive ethos and approach, underpinned by our values and as part of our PSHE curriculum (see PSHE policy). This policy should be considered in conjunction with: PSHE, RE, Behaviour, Anti-Bullying, Safeguarding and Computing (e-safety).

Principles and Values

RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all children in our care.
- Encourage every child to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- Encourage children and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents/carers and children, consulting them about the content of programmes.
- Recognise that the wider community has much to offer, and we aim to work in partnership with other health and education professionals.



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Implementation - Organisation and Content of Relationship and Sex Education

From September 2020, the teaching of RSHE is statutory and is required to be taught in every year group. Wavell Community Primary School specifically delivers Relationship, Sex and Health Education through its PSHE Programme, 'The Christopher Winter Project' and the Science curriculum. We use the curriculum drivers, 'A Happy Healthy Me', 'Talk to me', 'Listen to Me', 'My Place in the World' and 'Learning for Life' to deliver lessons. These drivers underpin the delivery of our whole curriculum, which is designed to accommodate the needs of our unique military cohort and community. The responsibility for co-ordinating RSHE lies with the PSHE Subject Leaders, in conjunction with the Senior Leadership Team.

The PSHE and RSHE policies are available for parents to review on the school website. Prior to the delivery of lessons, parents will be given an outline of the activities to be covered in the RSHE provision pertaining to their year group. The school will inform parents of the Sex Education resources used in Years 5 and 6 and will give parents the opportunity to view any materials that will be used with the children.

Year group activities should be delivered where appropriate as part of the Science curriculum or as a PSHE lesson as listed in the PSHE scheme of work. The activities, objectives and resources allow for progression throughout the school.

Staff leading RSHE sessions will establish 'ground rules' with the group/class being taught at the outset of any session. Confidentiality and sensitivity will be discussed as part of this. All staff have received Child Protection training. Where appropriate, staff will use a 'deflective statement'. For example, "That's a really interesting question. We will come back to that later." This will enable the member of staff to consult a member of the SLT, this policy or appropriate authority for guidance before responding.

Impact

At Wavell Community Primary School, our RSHE curriculum ensures that all children have essential skills such as compassion, respect and kindness, as well as the knowledge required to have positive relationships throughout their lives. RSHE is fully inclusive for every child and enables a sense of belonging. It goes beyond everyday school life, helping children to make positive contributions to the community and, in doing so, prepares them for their adult life.

Relationships, Sex and Health Education Programme

Relationships, Sex and Health Education in our school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Valuing family life, stable and loving relationships, and marriage.
- Learning about the nurture of children.
- Demonstrating the values of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision-making.
- Challenging myths, misconceptions and false assumptions.

Personal and Social Skills

- Managing emotions within relationships confidently and sensitively.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.



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- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empowering children with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their peers and adults.

Knowledge and Understanding

- Learning and understanding about physical and emotional development at appropriate stages
- Understanding how to be healthy, emotions and relationships, and reproduction.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Year Group Specific Learning (based on The Christopher Winter Project)

Reception – Our Lives

- To consider the routines and patterns of a typical day.
- To understand how to look after myself (dressing and undressing).
- To understand why basic hygiene routines are important.
- To recognise that all families are different and how members of families can help each other.

Year 1 – Growing and Caring for Ourselves

- To know the importance of and how to maintain personal hygiene.
- To know about the process of growing from young to old and how people's needs change.
- To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- To know about people who look after us, our family networks, who to go to if we are worried and how to attract their attention, (ways that pupils can help these people to look after them).

Year 2 – Differences

- To know about the process of growing from young to old and how people's needs change.
- To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- To notice that animals, including humans, have offspring which grow into adults.

Year 3 – Valuing Difference and Keeping Safe

- To know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes us uncomfortable, anxious or that we believe to be wrong.
- To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.

Year 4 - Growing Up

- To know how our bodies will, and emotions may, change as we approach and move through puberty.



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- To recognise that we may experience conflicting emotions and know when we might need to listen to our emotions or overcome them.
- To know about human reproduction
- To describe the changes as humans develop to old age.

Years 5 and 6 - Puberty, Sex and Relationships

- To know how our bodies will, and emotions may, change as we approach and move through puberty.
- To recognise that we may experience conflicting emotions and know when we might need to listen to our emotions or overcome them.
- To feel confident to raise our own concerns, to recognise and care about other people's feelings.
- To know about human reproduction.
- To describe the changes as humans develop to old age.
- To know the importance of protecting personal information, including passwords, addresses and the distribution of images of ourselves and others.
- To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage.
- To recognise what constitutes positive healthy relationships and develop the skills to form them.

The following areas will only be discussed in response to children's questioning during single sex discussions with the Year 5 and 6 teachers and the Executive Headteacher:

- Miscarriage, still birth and abortion
- Giving birth
- Contraception
- Sexual behaviour
- Sexual language
- Sexually transmitted diseases, HIV and AIDS

Procedures for Monitoring and Evaluation

To determine impact:

- The Governors will review the policy on receipt of the schemes of work.
- Children's understanding will be assessed as part of each session, through discussion, questioning or the outcomes of set activities. Opportunities for children to assess their own understanding will be built into sessions where appropriate.
- Observations of children's relationships and interactions within school – appropriate and respectful.

Specific Issues Surrounding Inclusion:

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Headteacher or PSHE Leaders.

Students with Special Needs

We will ensure that all young people receive relationship and sex education, offering provision appropriate to the needs of all our children, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation



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We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Children from Relationship and Sex Education

In line with statutory guidelines, schools are free to determine how they address Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ+) specific content, but the Department for Education recommends that it is integral throughout the programmes of study. Some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from all or part of the Relationship and Sex Education except for those parts included in the statutory Science and PSHE Curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and/or decisions with the Headteacher or PSHE Leaders at the earliest opportunity. Parents are welcome to review any RSHE resources the school uses.