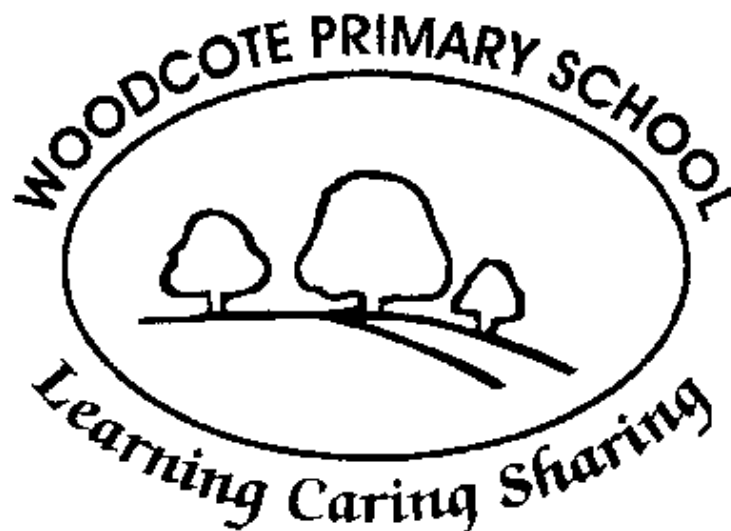


**Personal, Social, Health and Economic
(PSHE)
and
Relationships and Sex Education (RSE)
Policy**



Adopted: November 2024

To be reviewed: November 2026

Chair of Governors:

Headteacher:

Introduction

Relationships and Sex Education (RSE) is vital for the personal, social and emotional development of pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and to make appropriate and well-thought-through decisions as they approach adulthood.

All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, the school's ethos and values and its commitment to equality and celebration of difference are upheld. Reflecting the school's vision and associated values, this policy aims to help children to grow up feeling confident about their emotional and sexual health and with the ability to live alongside people who have different values and beliefs about sex and relationships.

Our curriculum and ethos promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

This policy was produced in consultation with the staff, board of governors, pupils and parents. The school will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on the school website.

The policy and its associated curriculum delivery complies with statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance

At Woodcote School we believe Relationships and Sex Education (RSE) is lifelong learning about ourselves including: our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. RSE is an entitlement for all children. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE. It is most effective when provided in the wider context of social and emotional development and we believe successful RSE is firmly rooted in personal, social and health education (PSHE).

Woodcote Primary School acknowledges that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision. We believe the appropriate place for detailed consideration of all aspects of human relationships is at home, within the family. The school RSE curriculum is complementary to that which is learnt at home and should not be seen as a replacement for it.

Definition of relationships and sex education

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.' (DfE Guidance, p25)

Our aims for our pupils are:

- to develop the confidence to talk, listen and think about feelings and relationships
- to develop positive values that will guide their decisions and behaviour and promote good self-esteem
- to understand the importance of respect, responsibility, love and care in relationships

- to respect themselves and others, their views, backgrounds, cultures and experiences
- to understand and respect different types of families, including families with same sex parents
- to be prepared for puberty and the emotional and physical effects of body changes
- to value, care for and respect their bodies and be aware of the importance of personal hygiene as they grow
- to develop positive attitudes about growing up, developing good social skills and awareness
- to develop responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- to know how and where to ask for help and support
- to consider how their choices affect their own well-being and that of others
- to accept and value their personal identity and the personal identity of others
- to understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

Our work in RSE is set in the wider context of our school values and ethos:

- we promote a healthy, safe and caring environment for all pupils and staff
- we provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs
- we promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, on line, at work and in the community
- we prepare our pupils to confidently engage with the challenges of adult life
- we provide sufficient information and support to enable our pupils to make safe choices
- through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively
- we help our children to learn to respect themselves and others and move safely from childhood, through adolescence and eventually on to adulthood

Pupils are entitled to accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs and a well-planned and well-delivered RSE programme should be flexible to cater for the pupil's changing needs over time.

Children should

- know where and how to access information, support and local services
- be informed about issues of confidentiality and how it affects them
- have their views and ideas received in a respectful and non-judgemental manner

Staff should have

- a positive, inclusive approach that accepts children's experiences and diversity, enabling them to be explored sensitively
- access to high quality, up-to-date, accurate information, resources and training
- mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- opportunities to contribute their views and ideas in support of the development of RSE for children
- professional guidance and support
- opportunities to share good practice
- understand and uphold issues of confidentiality and procedures to be followed

Parent and carers

Parents and carers can be assured that they will have

- accessible, accurate and up-to-date information
- a safe and supportive environment for their children
- information on how and when RSE is taught
- knowledge of their rights and responsibilities in relation to RSE policy and curriculum
- be informed about issues of confidentiality and how it affects them and their children
- have their views and ideas received in a respectful, non-judgemental manner

The parents of pupils in years 5 and 6 will be informed when and which aspects of sex and puberty education will be taught, at an appropriate point in the school year.

Delivery and content of the curriculum

At Woodcote Primary School, staff teach to the learning objectives and content outlined in the DfE Relationships Education, RSE and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of pupils, including those pupils with SEND.

RSE will be delivered as part of Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach meaning that they will meet topics again increasing in depth and complexity as children mature.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group, class and also during whole-school activities.

KS1 and KS2

The topics that are covered in each year group are as follows:

- a) Me and my relationships
- b) Valuing difference
- c) Keeping myself safe
- d) Rights and responsibilities
- e) Being my best
- f) Growing and changing

More details of what is covered in these topics specific to each year group are outlined in the PSHE long term plan which can be found on the school's website.

The school uses a scheme called 'SCARF' (Safety, Caring, Achievement, Resilience, Friendship) to supplement their teaching and provide high quality resources during lessons. PSHE and RSE coordination work is closely linked with related curriculum areas (e.g. Science, Computing, RE and PE) to ensure a holistic and joined up approach to what is taught in RSE. Staff are kept up-to-date with training offers, both in-house and external. SCARF is appropriately updated to reflect latest requirements and available materials.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to provide opportunities for parents to view examples of the materials we will use through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

Monitoring, Evaluating and Reviewing the RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered by SLT, from lesson observations, child and parent comments to inform judgements. The school will reflect on the findings and continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our pupils. The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

The next review will take place in 2026.

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

- Safeguarding and Child Protection policy
- Behaviour and Anti-Bullying policies
- Equality policy
- DfE 'Keeping children safe in education'