

Relationships and Sex Education Policy – appendix

Wainwright Primary Academy

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1 and 2 Introduction and Purpose of the Policy

At Wainwright Primary Academy, relationship, sex and health education contributes to the foundation of PSHE and Citizenship by ensuring that all our children:

- Have the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, online relationships and relationships with other children and adults.
- Are taught about positive emotional and mental well-being, including how friendships can support us in making us feel happy and secure.
- Understand what is a family and that families have many forms and can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Establish personal space and boundaries, knowing when this is safe and unsafe, and showing respect and understanding of each other's differences.
- Are able to name parts of the body, describe how their bodies work and how to keep ourselves physically and mentally healthy.
- Can protect themselves and ask for help and support.
- Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult) and how to get help.
- Are prepared for puberty.
- Are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

3 and 4 Responsibility and Role

At Wainwright Primary Academy, the Health and Wellbeing Curriculum Team is responsible for the delivery of the RSHE program. The academy may on occasion use external agencies such as Health Care professionals to assist staff.

5 Aims and Objectives

The Wainwright Academy follows all aspects set out in the [Diverse Academies Relationships and Sex Education Policy](#)

6 Content and Organisation

Right to Withdraw

You cannot withdraw your child from Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. The science curriculum also includes content on human development, including animal and plant reproduction, which there is no right to withdraw from.

At Wainwright Primary Academy, we are committed to ensuring that the curriculum provided to pupils in RSHE is appropriate to the age of pupils. Wainwright Primary Academy does teach Sex Education within individual year groups in an age appropriate way. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn in writing to the Principal.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

At Wainwright Academy the RSHE framework will be delivered through PSHE lessons.

Pupils at Wainwright Academy will receive one hour of Jigsaw lessons per week. The RSHE program is part of the Jigsaw scheme of work.

Sex Education at Primary is NOT statutory “Sex Education is not compulsory in primary schools” although, “the Department for Education continues to recommend.... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils”.

Jigsaw RSE Content

The grid below shows specific RSHE learning intentions for each year group in the ‘Relationships’ Puzzle. Parents do not have the right to withdraw their child from Relationships Education.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'	
FS1	Piece 1 My Family and Me	Tell you about their family	
	Piece 2 & 2 Make friends, never ever break friends	Understand how to make friends if they feel lonely	
	Piece 4 & 5 Falling out and Bullying	Tell you some of the things they like about their friends Know what to say and do if somebody is mean to them	
	Piece 5 Being the Best Friends we can be	Use Calm Me time to manage their feelings work together and enjoy being with their friends	
	FS2	Piece 2 & 3 Make Friends, never ever break Friends	know how to make friends to stop themselves from feeling lonely
Piece 4 & 5 Falling out and Bullying		think of ways to solve problems and stay friends start to understand the impact of unkind words	
Piece 6 Being the Best Friend we can be		use Calm Me time to manage their feelings Know how to be a good friend	
1		Piece 1 Families	identify the members of their family and understand that there are lots of different types of families
	Piece 2 Making Friends	know how it feels to belong to a family and care about the people who are important to them identify what being a good friend means to them	
	Piece 3 Greetings	know how to make a new friend I know appropriate ways of physical contact to greet their friends and know which ways they prefer	
	Piece 4 People who Help Us	recognise which forms of physical contact are acceptable and unacceptable to them know who can help them in their school community	
	2	Piece 1 Families	know when they need help and know how to ask for it identify the different members of their family, understand the relationship with each of them and know why it is important to share and cooperate
		Piece 2 Keeping Safe – exploring physical contact	accept that everyone's family is different and understand that most people value their family understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
			know which types of physical contact they like and don't like and can talk about this

3	Piece 3 Friends and Conflict	identify some of the things that cause conflict with my friends
		demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends
	Piece 5 Trust and Appreciation	recognise and appreciate people who can help them in their family, their school and their community
		understand how it feels to trust someone
	Piece 1 Family Roles and Responsibilities	identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females
4		describe how taking some responsibility in their family makes them feel
	Piece 2 Friendship	identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
		know how to negotiate in conflict situations to try to find a win-win solution
	Piece 3 Keeping Myself Safe Online	know and can use some strategies for keeping themselves safe online
		know who to ask for help if they are worried or concerned about anything online
4	Piece 4 & 5 Being a Global Citizen	explain how some of the actions and work of people around the world help and influence their life
		understand how their needs and rights are shared by children around the world and can identify how our lives may be different.
		show an awareness of how this could affect their choices
		empathise with children whose lives are different to theirs and appreciate what they may learn from them
	Piece 1 Jealousy	recognise situations which can cause jealousy in relationships
4		identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
	Piece 2 & 3 Love and Loss	identify someone they love and can express why they are special to them
		know how most people feel when they lose someone or something they love
		tell you about someone they know that they no longer see
		understand that we can remember people even if we no longer see them
	Piece 4 Getting on and Falling Out	recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends

		<p>know how to stand up for themselves and how to negotiate and compromise</p> <p>understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older</p> <p>understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>
5	Piece 5 Girlfriends and Boyfriends	<p>understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p> <p>have an accurate picture of who they are as a person in terms of my characteristics and personal qualities</p>
	Piece 1 Recognising Me	<p>know how to keep building their own self-esteem</p> <p>understand that belonging to an online community can have positive and negative consequences</p>
	Piece 2 & 3 & 4 Safety with Online Communities	<p>understand there are rights and responsibilities in an online community or social network</p> <p>know there are rights and responsibilities when playing a game online</p> <p>recognise when an online community feels unsafe or uncomfortable</p> <p>recognise when an online community is helpful or unhelpful to them</p> <p>recognise when an online game is becoming unhelpful or unsafe</p>
	Piece 5 & 6 My Relationship with Technology: screen time	<p>recognise when they are spending too much time using devices (screen time)</p> <p>explain how to stay safe when using technology to communicate with their friends</p> <p>identify things they can do to reduce screen time, so their health isn't affected</p> <p>recognise and resist pressures to use technology in ways that may be risky or may cause harm to themselves or others</p>
	Piece 1 & 2 What is Mental Health?	<p>know that it is important to take care of their mental health</p> <p>know how to take care of their mental health</p> <p>understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>help themselves and others when worried about a mental health problem</p>
6	Piece 3 Love and Loss	<p>understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>recognise when they are feeling those emotions and have strategies to manage them</p>
	Piece 4	<p>recognise when people are trying to gain power or control</p>

Power and Control	demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
Piece 5 Being Online: Real or Fake?	judge whether something online is safe and helpful for them
Safe or Unsafe?	use technology positively and safely to communicate with their friends and family
	resist pressure to do something online that might hurt themselves or others
	take responsibility for their own safety and well-being

The PSHE curriculum falls under the jurisdiction of the Personal Development Behaviour and Attitudes Team.

7 Sensitive Issues

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. At Wainwright Primary Academy we have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Sensitive issues will be handled in line with the safeguarding policy.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) in their school if they are concerned.

8 Confidentiality and Disclosure

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital for teaching RSHE effectively. All staff at Wainwright Primary Academy should work to create a safe environment in which pupils do not feel embarrassed or anxious about questions.

Children are often keen to talk about themselves and their experiences. Teachers cannot make promises of absolute confidentiality in line with our Safeguarding policy. At Wainwright Primary Academy we have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38)

9 Health Professionals

Wainwright Primary Academy uses the service of an allocated school nurse from the Healthy Families Team or Specialist Support from Family services who visits the academy periodically throughout the school year. Wainwright Primary Academy follows all other aspects set out in the Diverse Academies policy. If a teacher or parent is concerned then a request for a referral can be made by contacting the schools SENDCO: Mrs Charlotte Adams at Wainwright Primary Academy.

10 Teenage Pregnancy

The law says anyone under the age of 13 can never legally give consent. (Sexual Offences Act 2003; Sexual Offences (Northern Ireland) Order 2008; Sexual Offences (Scotland) Act 2009; Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005).

Any sexual activity with a child under 13 should always result in a child protection referral. Where individual case of teenage pregnancy occur this will be an immediate referral by the designated safeguarding lead to the MASH team (Multi-agency Safeguarding Hub) School will seek advice from social care and will follow all safeguarding steps to support.

We believe in educating children on developing an understanding of how to safeguard themselves and understand the physical and emotional changes that happen to their bodies as they become adults including reproduction. At Wainwright Primary Academy Year 6 will learn about reproduction in humans and pregnancy. Parental permission will need to be obtained for this content to be delivered as some information will not be part of the compulsory national curriculum for science or relationships and health education.

11 Family Life

At Wainwright Primary Academy we ensure that all children understand that all families are special and unique and it's important for children to understand that families are important for children growing up because they can give love, security and stability. We encourage all children to discuss and share their own family background which includes Heterosexual and same- sex relationships.

12 Religion and Faith

At Wainwright Primary Academy we value the individual and spiritual beliefs of all children and their families. Our Relationships and Health Education Curriculum is linked with our SMSC and PSHE provision in school and teachers are sensitive to ensure that where individual beliefs are held that these are respected and shared.

13 Equal Opportunities, Inclusion and Disability

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. Wainwright Primary academy seeks to create an inclusive environment and curriculum.

14 Children and Young People in Public Care

Children and young people in public care are particularly vulnerable to poor sexual and emotional health. They often miss out on RSHE at home due to individual circumstances. The Designated Looked after care lead and class teacher at Wainwright Primary Academy will ensure that each young person's entitlement is met in this regard and updates will be provided to social care services during annual Looked after care reviews.

15 Lesbian, gay, bisexual and transgender (LGBTQ+)

Wainwright Primary Academy firmly believes in ensuring that our curriculum and lessons on family illustrate children and families that are reflective of modern Britain and within our local community. This is shared with pupils in lessons through our reading spine that seeks to challenge stereotypes and ensure that all children understand how all families are unique and to help support their own identity.

16 Homophobic Bullying

Wainwright Primary Academy has a zero tolerance approach to all forms of bullying and a highly effective support system for victims. Full details of these systems and processes are available.

Wainwright Primary Academy follows all aspects set out in the [Diverse Academies Anti-bullying Policy](#)

17 RSHE and Students with Special Educational Needs and Disability

At Wainwright Primary Academy we firmly believe that children with SEND have the same entitlement to sex education as their peers. Timing, methods and learning process will differ according to their needs. It is important to adapt materials accordingly to the correct age and stage for the child. RSHE must be accessible for all children and this is particularly important when planning teaching for pupils with SEND as they are more vulnerable to risks.

High quality teaching that is adapted and personalised will be the starting point to ensure accessibility. Teachers in Upper Key stage 2 be mindful of the preparing for adulthood subjects to those with SEND. Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils, for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects and all adaptations need to be communicated to the SENDCO.

18 Staff Training

Staff training on RSHE will be reviewed annually and staff are invited to complete the [DFE training materials](#)

In addition staff will complete refresher training on Relationships and Sex Education: Managing Difficult Conversations provided by the [National Online Safety Association \(NOS\)](#)

Staff at Wainwright Primary Academy know who they can receive direct support to access further tailored RSHE training from the academies PSHE Lead and our Strategic Personal Development Lead at Diverse Academies Trust.

19 Monitoring, Evaluation and Review

Wainwright Primary Academy will continue to monitor, evaluate and review by consulting parents on developing and reviewing this policy throughout the academic year. Opportunity for parents to do this can be accessed through the [Wainwright Primary Academy website](#)

Wainwright Primary Academy follows all aspects set out in the [Diverse Academies Relationships and Sex Education Policy](#)

20 Dissemination of the Policy and Review

RSHE has clear links with other policies at Wainwright Primary Academy aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- [Behaviour Academy Appendix](#)
- [Health and Safety Academy Appendix](#)
- [Online Safety Academy Appendix](#)
- [Safeguarding and Child Protection Academy Appendix](#)
- [Special Educational Needs and Disabilities Academy Appendix](#)

This policy will be reviewed annually by the PSHE Lead and Principal.