The White Bridge Primary School
Relationships and Sex Education (RSE)
Policy

At White Bridge Primary School, we see effective sex and relationships education as essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but within the framework for PSHE and the National Curriculum. It should support our pupils through their physical, emotional and moral development and enable them to move with confidence from childhood to adolescence and to adulthood and to prepare them for the opportunities, responsibilities and experiences of later life.

1. Defining Relationships and Sex Education (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable, committed and loving relationships, respect, love and care. It is also about the teaching of puberty, sex, sexuality and sexual health in an age appropriate way. It is not about the promotion of sexual orientation or sexual activity.

2.The Aims of Sex Education

Based on the above definition the aims of RSE in this school are:

• to enable our pupils to better understand the nature of human relationships

• to enable pupils to see the importance of stable loving relationships for the bringing up of children

• to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood

In this school RSE has three main elements, all of which are important for a balanced SRE programme:

Attitudes and values

• learning the importance of values and individual conscience and moral considerations

• learning the value of family life and stable and loving relationships for the nurture of children

•learning the value of respect, love and care

•exploring, considering and understanding moral dilemmas

•developing critical thinking as part of decision-making

Personal and social skills

• learning to manage emotions and relationships confidently and sensitively

• developing self-respect and empathy for others

• learning to make choices based on an understanding of difference and with an absence of prejudice

• developing an appreciation of the consequences of choices made

• managing conflict

•learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

• learning and understanding physical development at appropriate stages

•understanding human sexuality, reproduction, sexual health, emotions and relationships

• learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

3.Content of the schools RSE programme

The content of the school's programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfEE's Guidance 0116/2000:

3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:

•develop confidence in talking, listening and thinking about feelings and relationships

• are able to name parts of the body and describe how their bodies work

• can protect themselves and ask for help and support

• are prepared for puberty

The school recognises that RSE must be taught at both Key Stages and not left until Year 6.

4.The delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. In the Spring and Summer terms, RSE lessons are based upon the families and Relationships; Health and Wellbeing and Safety and the Changing Body units of the 'Kapow' scheme.

5.The Foundation Stage

We teach PSHE and RSE in the reception classes through the Foundation Stage Curriculum, where it is part of daily learning. It falls within the personal, emotional and social development aspect. We also support citizenship education in the foundation stage, when we teach 'how to develop a child's knowledge and understanding of the world.' Additional lessons are taught through the 'Kapow' scheme of work.

6.Assessment, reporting and recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

•Teachers assess children's progress in RSE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their work and performance, measured against the specific learning objectives set out in the 'Kapow' scheme of work. During each unit of work, teachers will carry out one planned assessment activity.

Teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development for individual pupils.

7.Equal Opportunities

All children have an entitlement to access the RSE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

8.Community links

Working in partnership with parents and carers and with the wider school community is an essential element of RSE. We seek to involve parents and have regular communication via parentmail and our website. Parents are encouraged to come into school if they have any concerns they would like to discuss with us.

9.Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

• no one (teacher or pupil) will 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

• meanings of words will be explained in a sensible and factual way

• teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter.

10.Parental right to withdrawal from RSE

Parents have the right to withdraw their pupils from RSE that falls outside the National Science Curriculum. They do so in writing to the class teacher.
When the class teacher receives such a letter he/she will invite the parents to a meeting, at which the teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. The class teacher may wish to be supported by the PSHE subject leader at this meeting. If it is not possible to resolve the issue, the pupil will be withdrawn from RSE lessons and supervised somewhere else within school.

11. Subject review and monitoring

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of RSE, by passing on information and ideas, and delivering staff training as appropriate.

11. Links with other policies

This policy links particularly to the following policies: Child Protection, Behaviour and Anti-bullying.

Date: 14/4/26

Policy to be reviewed: April 2028