



# Wakefield Grammar Pre-Preparatory School

<b>Document Reference</b>	<b>Relationships and Sex Education (RSE) Policy</b>
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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD - REVIEW PERIOD ANNUALLY**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
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## WGPPS Relationships and Sex Education (RSE) Policy

### 1. Policy Statement - Aims and Objectives of RSE at WGPPS

It is the intention of WGPPS to teach high quality, age appropriate, pupil-sensitive, evidence-based RSE. By law we are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. This policy has been produced by the RSE and PSHE lead Jenny Taylor through consultation with the Head, Emma Gill and ratified by the Governors.

It is expected that RSE in WGPPS will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSE is such an important part of the curriculum. We ensure RSE fosters gender equality and LGBT+ equality for example by the use of specially selected texts in our P4C sessions.

### 2. PSHE/Emotional Health and RSE

At WGPPS, we teach Emotional Health, Personal, Social, Health Education as a whole-school approach, alongside Philosophy for Children, to underpin children's development as people and because we believe that this also supports their learning capacity. We align our curriculum with our school values: Kindness, Resilience, Respect.

**Statutory content:** We use a variety of resources to plan our curriculum and it has the flexibility to adapt depending on the needs of our pupils. The school will draw from a number of educational resources from; The PSHE Association, NSPCC PANTS and <https://www.thinkuknow.co.uk> and Jigsaw. Our bespoke and tailored curriculum supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

At WGPPS we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

This policy is informed by:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)

**National Curriculum:** Science - At key stage 1, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age. It includes life cycles and how animals feed their young. There continues to be no right to withdraw from National Curriculum science. Below is the

curriculum mapped out by Jigsaw covering puberty and human reproduction from FS to Year 2:

**Health Education (Physical Health and Mental Wellbeing):** The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils’ will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

**Relationships Education:** The focus at WGPSS is on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. Relationships Education sits within our Emotional Health curricular. See appendices for further details. There is no right to withdraw from Relationships Education.

**Teaching about Consent:** Broadly, at key stages 1 and 2 this learning focuses on the concepts of asking, giving and not giving permission; personal boundaries and privacy; which parts of the body are private (including learning correct names for genitalia - please see Appendix 2); appropriate and inappropriate touch or contact; respect for others and the right to be respected by others.

Lesson title	PSHE education Programme of Study	DfE statutory RSHE guidance key stages 1 and 2
<p><b>Key stage 1:</b></p> <p>1. Asking for permission</p>	<p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>
<p><b>Key stage 2:</b></p> <p>1. Giving and seeking permission</p> <p>2. Personal boundaries</p> <p>3. Appropriate and inappropriate touch</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	

**Safe and Effective Practice:** We will ensure a safe learning environment by reminding pupils to respect, share and listen to each other.

- Openness We will be open and honest, but not discuss our own or others' personal/private lives directly. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.
- Keep the conversation in the room
- Non-judgemental approach - It is okay for us to disagree with another person's point of view but we will not judge or make fun of others, or put anybody down.
- Right to pass - Taking part is important. However, we have the right to pass on answering a question or participating in an activity.
- Make no assumptions - We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.
- Listen to others - We will listen to the other person's point of view and expect to be listened to.
- Asking questions - We know that there are no stupid questions. We will not ask questions to deliberately try to embarrass anyone else.

Teachers and pupils will agree ground rules by using the Jigsaw contract or class rule: Ready, Respectful and Safe. Pupils' questions will be answered by teachers and sensitive issues will be handled by all trained staff. Pupils will be able to raise questions anonymously by posting in the class 'Worry and Wonders' bag.

**Safeguarding:** Safeguarding is an important aspect of all of the lessons taught as part of RSE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSE and any disclosures or issues arising as part of RSE, will be dealt with in line with our safeguarding policy. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead Emma Gill and in her absence her Deputy Lynne Butler and Assistant Head Jenny Taylor.

#### **Equality:**

- WGPPS will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).
- The delivery of the content of RSE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep WGPPS a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

**Understanding learning:** To ensure that the teaching and learning in RSE in our school is of the highest standard, class teachers will receive training from our RSE curriculum leader Jenny Taylor, will support teachers with the planning and delivery of the content.

The school will assess pupils' learning and progress through our Emotional Health and Science assessment system. Pupils will have opportunities to review and reflect on their learning during lessons by using the school feedback policy and surveys. Pupil voice will be

influential in adapting and amending planned learning activities, themed weeks and days in schools.

**Resources:** We will draw from a number of educational resources NSPCC Pants and [CEOP Education](#), Jigsaw and PSHE Association. It is the role of the RSE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSE.

### **3. Why are we teaching RSE?**

#### **Because it is the right thing to do**

- Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves in and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.
- Relationships and health education is a statutory requirement for all primary schools in England.
- The teaching of RSE at WGPPS is informed by the law, national RSE guidance and the national curriculum set out by the DfE as well as, the school ethos and policies already developed. Below is a list of some of the documents that have been taken into consideration when preparing this policy.

### **4. Related Guidance and Policies**

- Statutory Guidance on RSE 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
- Equality Act 2010 and The Public Sector Equality Duty 2014
- School ethos and educational aims

The teaching of RSE in WGPPS is delivered within and influenced by all relating school policies

WGPPS Anti-bullying policy

WGSF Equality, Diversity and Inclusion Policy

[WGSF Safeguarding and Child Protection policy](#)

### **5. How will we ensure lessons are taught sensitively?**

- By staff training
- Use of anonymous 'Worry and Wonders bag'
- Age appropriate content

### **6. When will RSE will be taught?**

The framework will be taught throughout the year within our Emotional Health and Science curricular.

### **7. How will we ensure communication with parents/carers?**

In partnership with parents/carers, we want to communicate what is going on in RSE. Our aim is to share each year group's curriculum every September during "Welcome to ...

Curriculum Evenings' to ensure our parents/carers are aware of the RSE content which will be covered in the upcoming year. We use Bounce Together, an online platform to gather parents' views on our curriculum. A breakdown is shown on our school intranet page Firefly.

**8. Who will be teaching RSE?**

- Class teachers
- Higher level teaching assistants

**9. What training will staff be given?**

Ongoing training will take place for all teachers delivering RSE

**10. What materials will be used to deliver RSE?**

We have chosen to use a variety of materials to deliver RSE, from whichever source we think is best suited to our pupils through Jigsaw, PANTS NSPCC and the PSHE Association.

## Appendix 1:

### Relationships Education in Primary schools – DfE Guidance 2019

Using the Jigsaw Scheme of Work and the PSHE Association the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Please refer to [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#) for further information.

## Appendix 2:

<b>The following correct terminology will be used:</b>	
<b>KS1</b>	Male, female, vagina, penis, testicles, vulva, anus.