

Relationships & Sex Education (RSE) Policy

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WATERGATE SCHOOL

'I Can, You Can, Together We Will'

Watergate School

Relationships and Sex Education (RSE) Policy

Contents

1. Aims	2
2. Statutory requirements.....	3
3. Definition.....	4
4. Curriculum	4
5. Delivery of RSE	4
6. Roles and responsibilities	6
7. Parents' right to withdraw	7
8. Training.....	7
9. Monitoring arrangements.....	7
10. Links with other policies.....	8
Appendix 1: Curriculum map	9

1. Aims

We aim to provide children with the skills and understanding they need to lead confident, healthy, independent lives. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young people.

At Watergate RSE is taught within My Wellbeing and My Physical Development Curricula and is personalised to meet the needs of our children.

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

This Relationships and Sex Education policy aims to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils to be aware of what is safe and appropriate behaviour
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

- As a maintained primary school we must provide Relationships Education and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- As a primary only provision, we are not required to provide Sex Education, but we do teach elements of this that are contained in the National Curriculum science curriculum, in a meaningful, relevant way for Watergate pupils.

- In teaching RSE, whilst we have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#), we depart from these by adapting the materials to meet the developmental needs of our pupil cohort.
- At Watergate School we teach Relationships Education and Health Education, as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values, in ways that are meaningful and relevant to each learner.

RSE is not about the promotion of sexual activity.

At Watergate School, RSE is addressed as part of our *My Wellbeing* and *My physical Development* curricula and the aims of these align with the school's ethos – for example all learning relating to RSE prioritises that everyone is to be valued, respected as an individual and, through a tailored approach, is eager to learn with enjoyment.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may also need to adapt this, as and when necessary. We developed the Watergate curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of Relationships Education and Health Education

RSE is taught within the *My Wellbeing* and *Physical Development* curricula, at Watergate School. These include those biological aspects of RSE taught within the science curriculum, and other aspects included in religious education (RE), as deemed relevant to Watergate pupils. As with all pupils, RSE for pupils at Watergate School is part of life-long learning and begin at reception/school entry, continuing throughout pupils' primary education, and beyond.

Aspects of Relationships and Health Education relating to the child include:

- 1. Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
- 2. Self-care, Support and Safety** (Looking after myself and keeping safe)
- 3. Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour)
- 4. Changing and Growing** (How I and others are changing; new opportunities and responsibilities)
- 5. Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- 6. The World I Live In** (Living confidently in the wider world)

These are set out in the official PSHE Association, [PSHE Education planning framework for pupils with SEND \(KS 1-4\)](#), though only KS1-2 are of relevance here, and are interwoven into the school's bespoke curriculum.

The pace and detail of topics will need to be tailored and adapted as appropriate, and pupils may need lots of support to generalise their learning outside of RSE lessons and assistance to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with Watergate pupils and to support 'overlearning' (i.e. practicing and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery).

Since RSE incorporates the development of self-esteem and relationships, we know that children's learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The guidance also acknowledges the greater vulnerability to bullying, exploitation and other issues for pupils with learning difficulties. For example, older pupils at an earlier level of development are more vulnerable and therefore have greater need to be informed and supported in RSE. Caution is recommended in omitting content, encouraging teachers to differentiate teaching to developmental ability wherever possible, rather than limiting the topics covered.

6. Roles and responsibilities

6.1 The governing body (Education and Welfare Committee)

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing body has delegated the approval of this policy to the Education and Welfare Committee.

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

6.3 Staff

All teaching staff, including support staff, are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, and adapting teaching and communication approaches to each child, as necessary to support their understanding.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss these with the headteacher.

6.4 Pupils

Pupils will engage in RSE: consideration will be given to their developmental stage and understanding and teaching will be adapted to meet their needs by teaching and support staff.

7. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar, including online training from the official PSHE Association

8. Monitoring arrangements

The delivery of RSE is monitored by Samantha Ward and Tessa Ring, the My Wellbeing curriculum leads, through:

- Scrutiny of planning,
 - Learning walks,
 - Lesson observations,
 - Termly curriculum feedback from all teachers.
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- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems, considering elements of progress linked to EHCP outcomes, Steps Towards and IEP targets in the areas of PSHE and Independence, preparing for adulthood.
 - This policy will be reviewed at least annually. At every review, it will be approved by the Head Teacher and Governing Body (Education and Welfare Committee).

9. Links with other policies

This policy is linked to our:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Health and Safety Policy

Staff responsible	Clare Chalaye	Deputy head teacher
Approved by:	Governing Body – Education & Pupil Welfare Committee	Date: 10.06.2021

Last reviewed on: June 2023

Review cycle: 2 years

Next review due by: June 2025

10. Appendices

Appendix 1:

Relationships Education and Health Education curriculum

Our curriculum

Watergate School follows a bespoke, child centred curriculum, which focuses on the holistic development of children across six areas (see below). It has been designed to meet the needs of pupils, to be meaningful to them, and is delivered through motivating, multisensory and hands-on learning activities. The teaching and learning of Relationships Education and Health Education is taught within this programme of holistic teaching and learning.

Lead teachers, with specific areas of expertise, also provide Curriculum Tool Handbooks – these are packed full of the teaching and learning strategies, resources and learning environments which best support pupils to learn and develop across all areas of the curriculum. They are continually reviewed and developed by the lead teachers in order to ensure that pupils are able to benefit from the most up-to-date and appropriate strategies and resources available.



Relationship Education and Health Education are included in the My Wellbeing curriculum, whilst also being supported in the My Physical Development handbook, one of Watergate's Curriculum tools (see below).



Within this holistic teaching and learning, the areas shown in the table below are likely to be covered by the majority of pupils during their time at Watergate School, where appropriate, relevant and meaningful to them. Pupils at Watergate School learn at very different rates and their teaching and learning in RSE, as in all areas of the Watergate Curriculum is bespoke and adapted according to their starting points. Ipsative progress is the main demonstrator of learning at Watergate School, as shown through the MAPP assessment tool, in relation to their EHCP Outcomes, Steps towards and IEP targets.

Appendix 2.

Table showing the relationship between the content of the DfE statutory guidance for Relationships Education (Primary) and the official PSHE education Planning Framework for pupils with SEND, for key stages 1 and 2.

TOPIC	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Families and people who care for me.	that families are important for children growing up because they can give love, security and stability.	Self-Awareness: SA4
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Self-Awareness: SA4, SA5 Changing and Growing: CG4
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Changing and Growing: CG4 Self-Awareness: SA5
Caring friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Self-Awareness: SA4
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Self-Awareness: SA5
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Self-Awareness: SA5
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Self-Awareness: SA4, SA5
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Self-Awareness: SA4, SA5 Self-Care, Support and Safety: SSS3

TOPIC	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
Respectful relationships	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Self-Awareness: SA3
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Self-Awareness: SA3 Managing Feelings: MF2
	the conventions of courtesy and manners.	Self-Awareness: SA3
	the importance of self-respect and how this links to their own happiness	Self-Awareness: SA4, SA5
	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.	Self-Awareness: SA2
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Self-Awareness: SA2 The World I Live In: WILI 1
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	The World I Live In: WILI 1
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	Changing and Growing: CG1
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	Self-Care, Support and Safety: SSS4
	that the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous	Self-Care, Support and Safety: SSS4

TOPIC	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Self-Care, Support and Safety: SSS4 Self-Awareness: SA2
	how information and data is shared and used online	Self-Care, Support and Safety: SSS4
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Self-Care, Support and Safety: SSS2, SSS3, SSS4
Being Safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Self-Care, Support and Safety: SSS3
	<ul style="list-style-type: none"> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	Self-Care, Support and Safety: SSS3
	inappropriate or unsafe physical, and other, contact.	Self-Care, Support and Safety: SSS5 Changing and Growing: CG3
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Self-Care, Support and Safety: SSS2, SSS3
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	Self-Care, Support and Safety: SSS3, SSS4
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	Self-Care, Support and Safety: SSS2, SSS4

TOPIC	Content grids from the DfE statutory guidance: Relationships Education (Primary) By the end of primary school pupils should know:	PSHE education Planning Framework for Pupils with SEND KEY STAGES 1 AND 2 Section and row references:
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Self-Care, Support and Safety: SSS4, SSS5 Changing and Growing: CG3 Self-Awareness: SA2
	where to get advice (e.g. family, school and/or other sources).	Self-Awareness: SA2, SA5 Self-Care, Support and Safety: SSS3, SSS4 Changing and Growing: CG3

Appendix 3.

This table shows the relationship between the content of the DfE statutory guidance for Health Education (Primary) and the PSHE education Planning Framework for pupils with SEND, for key stages 1 and 2.

TOPIC	By the end of primary school pupils should know:	RESOURCES
Mental wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings: MF1
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Managing Feelings: MF1 Self-Care, Support and Safety: SSS2
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Managing Feelings: MF1, MF3

TOPIC	By the end of primary school pupils should know:	RESOURCES
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings: MF1 Self-Awareness: SA2, SA4, SA5 Self-Care, Support and Safety: SSS2
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Healthy Lifestyles: HL2
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Managing Feelings: MF2
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Self-Awareness: SA2
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Self-Care, Support and Safety: SSS3
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Relationships: Managing Feelings: MF1
Internet safety and harms	that for most people the internet is an integral part of life and has many benefits.	Self-Care, Support and Safety: SSS4
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Healthy Lifestyles: HL2 Self-Care, Support and Safety: SSS3, SSS4

TOPIC	By the end of primary school pupils should know:	RESOURCES
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Self-Care, Support and Safety: SSS3, SSS4
	why social media, some computer games and online gaming, for example, are age restricted.	Self-Care, Support and Safety: SSS4
	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Self-Awareness: SA2 Self-Care, Support and Safety: SSS4
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Self-Care, Support and Safety: SSS2 (Secondary framework)
	where and how to report concerns and get support with issues online.	Self-Care, Support and Safety: SSS4
Physical health and fitness	the characteristics and mental and physical benefits of an active lifestyle.	Healthy Lifestyles: HL3
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Healthy Lifestyles: HL2
	the risks associated with an inactive lifestyle (including obesity).	Healthy Lifestyles: HL3
	how and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy Lifestyles: HL2
Healthy eating	what constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy Lifestyles: HL1
	the principles of planning and preparing a range of healthy meals.	Healthy Lifestyles: HL1

TOPIC	By the end of primary school pupils should know:	RESOURCES
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Healthy Lifestyles: HL1
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Healthy Lifestyles: HL3
Health and prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy Lifestyles: HL3
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Healthy Lifestyles: HL2
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy Lifestyles: HL2
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Self-Care, Support and Safety: SSS1
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy Lifestyles: HL1
	the facts and science relating to allergies, immunisation and vaccination.	Healthy Lifestyles: HL1, HL3
Basic first aid	how to make a clear and efficient call to emergency services if necessary.	Self-Care, Support and Safety: SSS2
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Self-Care, Support and Safety: SSS2
Changing adolescent body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Changing and Growing: CG2
	about menstrual wellbeing including the key facts about the menstrual cycle.	Changing and Growing: CG2

