

# Westlea Primary School

## Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



*Our whole school aim:*

*“At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning ‘alive’ and extend pupil experiences  
so that they are well prepared for the next steps in their education.”*

**Relationships Education (Rel Ed), Relationships and Sex Education (RSE) & Health Education Policy**

**840/2043**  
**Westlea Primary School**

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<b>Author of document:</b>	Deborah Scothern	<b>Job role:</b>	Head Teacher
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# Primary Relationships, Sex Education and Health Education Policy Guidance

## 1. This policy was developed in response to:

- Sex and Relationship Education Guidance DfES 2000,
- Draft Guidance – Relationships Education and Relationships and Sex Education (RSE) and Health Education, (Department for Education February 2019)
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21<sup>st</sup> Century 2013.
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance
- Children and Social Work Act (2017)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)
- **The United Nations Convention on the Rights of the Child**

This policy should be considered alongside the following:

- Online Safety Policy
- Mobile Phone Safety and Acceptable Use Policy
- Anti-bullying policy
- Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality Policy
- PSHE Policy
- Intimate Care Policy

## 2. The Consultation Process Has Involved:

- CPD: RSE coordinator has attended a 3-day course ran by Education Durham and is part of the RSE network group.
- School council
- Consultation and engagement with parents / carers
- Review of Relationships Education (Rel Ed) curriculum content with staff, pupils and parents /carers
- Consultation with wider school community e.g. school nurse, Education Development Service.
- Consultation, agreement and implementation of policy by school governors.

## 3. What is Relationships Education? (Including Relationships and Sex Education)

**Relationships Education (Rel Ed)** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

We follow the One Decision programme, supplemented with PSHE lessons in other subject areas and visits from the School nurse, to ensure that all statutory requirements are met and therefore enabling clear progression of what Rel Ed and RSE is taught at Westlea through to RSE in secondary school.

#### **4. Principles and Values**

In addition, Westlea Primary School believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

**Relationship Education (Including Relationships and Sex Education) in Westlea School has three main elements:**

**Attitudes and Values**

- learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

### **Personal and Social Skills**

- learning to manage emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

### **Knowledge and Understanding**

- learning and understanding about physical and emotional development at appropriate stages.
- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Article 6: children have the right to life and to be healthy. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

## **5. Aims and Objectives**

### *Our whole school aim:*

*“At Westlea Primary School we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child – academically, artistically, socially, emotionally, morally and physically – celebrating all achievements in a safe, caring, inclusive and creative environment. The whole team works together to bring learning ‘alive’ and extend pupil experiences so that they are well prepared for the next steps in their education.”*

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. *As per our whole school vision*, our Rel Ed & RSE programme aims to prepare pupils for the next stage in their development and for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Article 6: children have the right to life and to be healthy. Article 12: children should be encouraged to form and to express their views. Article 13: children have the right to information. Article 19: children should not be harmed and should be looked after and kept safe. Article 34: children should be protected from sexual abuse.

## **6. Roles and Responsibilities**

Mrs Carly Robson: PSHE & RSE coordinator.

Mrs Deborah Scothern: Headteacher and safeguarding lead.

Mrs Wendy Baker: School governor with responsibility for PSHE.

### 7. Organisation and Content of Relationship Education (Including Relationships Education)

Westlea Primary School specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme.

We deliver our PSHE lessons via the One Decision scheme of work from Early Years to Year 6. One Decision, (as well as PSHE elements in other lessons such as Science, DT...), ensures secure coverage of all PSHE aims and objectives, including RSE.

The scheme uses relatable characters for each age range, and appropriate scenarios which the children may face at this time of their lives.

Please see below for the topic headings covered by One Decision for each age range, and then over the page for more detailed RSE information. Please see the One Decision curriculum map for further information which is very extensive and detailed.



Our 5 – 8 year old meet Deedee and help him navigate through these situations:

**Our 5-8 modules/topics**

For more information on our resources, please visit: [www.1decision.co.uk](http://www.1decision.co.uk)

<p><b>Keeping/Staying Safe</b></p> <ul style="list-style-type: none"> <li>Road Safety</li> <li>Leaning Out of Windows</li> <li>Staying Safe</li> <li>Tying Shoelaces</li> </ul>	<p><b>Keeping/Staying Healthy</b></p> <ul style="list-style-type: none"> <li>Healthy Eating</li> <li>Brushing Teeth</li> <li>Washing Hands</li> <li>Medicine</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Body Language</li> <li>Friendship</li> <li>Touch</li> </ul>	<p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>Practice Makes Perfect</li> <li>Helping Someone in Need</li> <li>Stealing</li> <li>Water Spillage</li> </ul>
<p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>Jealousy</li> <li>Worry</li> <li>Anger</li> <li>Grief</li> </ul>	<p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>Online Bullying</li> <li>Image Sharing</li> <li>Making Friends Online</li> <li>Computer Safety Documentary</li> </ul>	<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Growing in Our World</li> <li>Living in Our World</li> <li>Working in Our World</li> <li>Looking After Our World</li> </ul>	<p><b>Hazard Watch</b></p> <ul style="list-style-type: none"> <li>Is it safe to eat or drink?</li> <li>Is it safe to play with?</li> </ul>
<p><b>Special Edition Module - Fire Safety</b></p> <ul style="list-style-type: none"> <li>Hoax Calling</li> <li>Petty Arson</li> <li>Enya and Deedee Visit the Fire Station</li> <li>Texting Whilst Driving</li> </ul>			

Our 8-11 year olds meet Darlee and she faces these issues which the children help her with:



**Our 8-11 modules/topics**

For more information on our resources, please visit: [www.1decision.co.uk](http://www.1decision.co.uk)

<b>Keeping/Staying Safe</b> <ul style="list-style-type: none"><li>• Cycle Safety</li><li>• Peer Pressure</li><li>• Water Safety</li><li>• Keeping/Staying Safe Documentary</li></ul>	<b>Keeping/Staying Healthy</b> <ul style="list-style-type: none"><li>• Healthy Living</li><li>• Smoking</li><li>• Alcohol</li><li>• Keeping/Staying Healthy Documentary</li></ul>	<b>Growing and Changing</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Puberty</li><li>• Conception</li><li>• Growing and Changing Documentary</li></ul>	<b>Being Responsible</b> <ul style="list-style-type: none"><li>• Coming Home on Time</li><li>• Looking Out for Others</li><li>• Stealing</li><li>• Being Responsible Documentary</li></ul>
<b>Feelings and Emotions</b> <ul style="list-style-type: none"><li>• Jealousy</li><li>• Anger</li><li>• Worry</li><li>• Feelings and Emotions Documentary</li></ul>	<b>Computer Safety</b> <ul style="list-style-type: none"><li>• Online Bullying</li><li>• Image Sharing</li><li>• Making Friends Online</li><li>• Computer Safety Documentary</li></ul>	<b>The Working World</b> <ul style="list-style-type: none"><li>• Chores at Home</li><li>• Enterprise</li><li>• In-App Purchases</li><li>• The Working World Documentary</li></ul>	<b>A World Without Judgement</b> <ul style="list-style-type: none"><li>• Breaking Down Barriers</li><li>• Inclusion and Acceptance</li><li>• British Values</li><li>• A World Without Judgement Documentary</li></ul>

Much of the relationship's education (including relationship and sex education) at Westlea Primary School takes place within our PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate e.g. the School Nurse team. School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each pupil's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science. The One Decision Programme is taught in every year from EY to Year 6.

PSED, including RSE, is in all that we do in the Early Years. We teach PSED in EY by being in the play with the children, modelling and helping them in their new relationships with the adults and children in the setting. The use of stories also forms an important part of our PSED and RSE provision in EY. In reception classes we also enhance our PSED provision by using the One Decision stories and activities. The Raindrops characters are relatable to the children and deal with real life issues the children may be facing, e.g. making friends, sharing. For the nursery and reception classes we relate the PSHE aspects of the children's learning to the objectives set out in the EYFS curriculum for PSED.

Below is an example of the Raindrops stories for EY:

Resource: Animated Storybooks and Read-to-Me Storybooks			
	<p><b>Blue's Indoor Voice</b></p> <p>During this story, Blue learns why it can be important to take time to consider the needs of others. Particularly, her older sibling who works nights.</p>		<p><b>Green Stays in Hospital</b></p> <p>Oh no! Green has fallen from a tree and broken his arm. During this story, Green feels anxious because he has to stay overnight in hospital. Green meets some new friends along the way.</p>
	<p><b>Blue's Explores Road Safety</b></p> <p>Blue has had an accident on her scooter and needs to visit the hospital. Whilst she is there, she finds out more about road safety and how to keep safe.</p>		<p><b>Green Gets Glasses</b></p> <p>Green has been getting headaches. After a visit to the optician, he arrives at school with new glasses. At first he is worried but his kind friends help him overcome this feeling.</p>
	<p><b>Blue's Best Friend</b></p> <p>Blue and Purple are best friends. One day, Blue arrives at the playground to find Purple playing with Pink. She feels very jealous. Through this story, Blue will find out how to manage this feeling.</p>		<p><b>Green's Greens</b></p> <p>It's Green's birthday and he is having a party. Green eats lots of cakes and sweet treats but then starts to feel sick. During this story, Green learns about healthy and unhealthy food.</p>
	<p><b>Blue Learns to Share</b></p> <p>Blue loves her friends and enjoys leading their games. One day, Blue's friends want to play a different game. During this story, Blue learns how to play fairly.</p>		<p><b>Green is Moving up a Year</b></p> <p>It's moving up day and Green is feeling scared and worried. During this story, Green's friends support him to feel more positive about his new class.</p>
	<p><b>Blue Gets Lost</b></p> <p>Blue is in the supermarket with her Mum. Suddenly, she gets lost. In this story, Blue looks at what actions she should take to find her Mum in a public place.</p>		<p><b>Green's Daddy Moves Out</b></p> <p>Green's Mummy and Daddy have decided to live in separate houses. During this story, Green learns that even though Mummy and Daddy live separately, they still love him very much.</p>

Below is a more detailed look at KS1 and KS2 the "Relationships Education" topic in One Decision, although elements of RSE are also found throughout other topics too.

Relationships Education: Key stages 1 and 2 Topic 1: Families and people who care for me			
			
<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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 for them.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>PoS links</p> <p><b>KS1 H13</b></p> <p><b>KS1 L4</b></p> <p><b>KS1 R8</b></p> <p><b>KS1 R9</b></p> <p><b>KS2 R3</b></p> <p><b>KS2 R4</b></p> <p><b>KS2 R5</b></p>	<p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Keeping/Staying Safe Assessment</li> <li>Road Safety</li> <li>Leaning Out of Windows</li> <li>Staying Safe</li> </ul> <p><b>Relationships Module</b></p> <ul style="list-style-type: none"> <li>Relationships Assessment</li> <li>Touch</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Water Spillage</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Worry</li> <li>Grief</li> </ul> <p><b>Computer Safety Module</b></p> <ul style="list-style-type: none"> <li>Making Friends Online</li> </ul> <p><b>Fire Safety Module</b></p> <ul style="list-style-type: none"> <li>Petty Arson</li> <li>Texting Whilst Driving</li> </ul>	<p><b>Keeping/Staying Safe Module</b></p> <ul style="list-style-type: none"> <li>Cycle Safety</li> </ul> <p><b>Growing and Changing Module</b></p> <ul style="list-style-type: none"> <li>Growing and Changing Assessment</li> <li>Relationships (Appropriate Touch)</li> </ul> <p><b>Being Responsible Module</b></p> <ul style="list-style-type: none"> <li>Coming Home on Time</li> </ul> <p><b>Feelings and Emotions Module</b></p> <ul style="list-style-type: none"> <li>Anger</li> </ul> <p><b>The Working World Module</b></p> <ul style="list-style-type: none"> <li>Chores at Home</li> <li>In-App Purchases</li> </ul> <p><b>A World Without Judgement Module</b></p> <ul style="list-style-type: none"> <li>Inclusion and Acceptance</li> <li>British Values</li> </ul>

**Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships**

 <p><b>Department for Education</b></p>	 <p><b>PSHE Association</b></p>	 <p>5-8 portal</p>	 <p>8-11 portal</p>

**Relationships Education: Key stages 1 and 2 Topic 3: Respectful relationships**

 <p><b>Department for Education</b></p>	 <p><b>PSHE Association</b></p>	 <p>5-8 portal</p>	 <p>8-11 portal</p>

**Relationships Education: Key stages 1 and 2 Topic 4: Online relationships**

 <p><b>Department for Education</b></p>	 <p><b>PSHE Association</b></p>	 <p>5-8 portal</p>	 <p>8-11 portal</p>

**Relationships Education: Key stages 1 and 2 Topic 5: Being safe**



**Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

**PoS links**

- KS1 H13
- KS1 H14
- KS1 H15
- KS1 H16
- KS1 R9
- KS1 R10
- KS2 H20
- KS2 H23
- KS2 H25
- KS2 R8
- KS2 R21

**Keeping/Staying Safe Module**

- Keeping/Staying Safe Assessment
- Staying Safe

**Relationships Module**

- Relationships Assessment
- Bullying
- Touch

**Feelings and Emotions Module**

- Feelings and Emotions Assessment
- Jealousy
- Worry

*4 x Relaxation videos appear in this module*

**Computer Safety Module**

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

**Fire Safety Module**

- Texting Whilst Driving

**Keeping/Staying Safe Module**

- Keeping/Staying Safe Assessment
- Peer Pressure
- Water Safety

**Keeping/Staying Healthy Module**

- Smoking
- Alcohol

**Growing and Changing Module**

- Growing and Changing Assessment
- Relationships (Appropriate Touch)
- Conception

**Being Responsible Module**

- Looking Out for Others

**Feelings and Emotions Module**

- Worry

**Computer Safety Module**

- Online Bullying
- Image Sharing
- Making Friends Online

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. **(Article 16: children have the right to privacy.)**

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children's whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme.

We host whole school themed days and tasks with a RSE theme, e.g. rainbow day, "families" focus and we have achieved the Rainbow Flag Award. Westlea Primary School takes part in the annual Anti-Bullying week, planning age-appropriate challenging activities and discussions around the theme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **8. Inclusion**

### *Ethnic, Cultural and Religious Groups*

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher. Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and/or to work in their home language in order to gain full access to the curriculum.

**Article 30 of the United Nations Convention on the Rights of the Child: children have the right to use their own language.**

### *Pupils with Special Needs*

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. **Article 23 of the United Nations Convention on the Rights of the Child: children have the right to special care and support if they are disabled.**

### *Gender, Identity and Sexual Orientation*

The Rel Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

## **9. Working with parents/carers and the wider community**

Here at Westlea Primary School we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Westlea Primary School ensures that parents are consulted before the final year of primary school about the detailed content of what will be taught. This process includes offering parents support in talking to their children about sex education and how the link this with what is being taught in school.

Westlea Primary School consults with parents on aspects of sex education which go beyond the national curriculum for science.

## **10. Pupils right to be excused from Sex and Relationship Education**

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents are encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses. Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **11. Safeguarding reports of abuse and confidentiality**

*Please also refer to our Safeguarding Policy.*

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, formerly Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'*

**Article 19: children should not be harmed and should be looked after and kept safe.**

**Article 34: children should be protected from sexual abuse.**

## **12. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **13. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team. Subject coordinators also present their subject action plans and review these with the Governing body on an annual basis.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

This policy will be reviewed at least every three years.