



Westcott Church of England School

High Street, Westcott, Aylesbury, Buckinghamshire HP18 0PH

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www.westcott.bucks.sch.uk

Headteacher **Mr Barry Grace**

Westcott CE School

Health, Sex and Relationships Education Policy

2020-2023



INVESTORS
IN PEOPLE





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Background Information

Westcott Church of England School is a half form entry primary school; it is built in the rural setting of Westcott, close to the Venture Park, just off the main A41 and serves a small diverse community. While many of the children are from a white, Christian backgrounds the school have a number of pupils from a variety of ethnic backgrounds. There are around 90 pupils on roll.

This policy was developed by the school's PSHE Co-ordinator through consultation with staff members, governors and parents/carers. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

Roles and responsibilities

- Governors – i.e approval, etc Teachers and Hedteacher – support, etc
- Staff – expectations of delivery, teaching etc.
- PSHE lead ensuring resources fit for purpose, monitoring and evaluation etc.

Aims and Objectives of the policy

This policy is a working document which provides guidance and information on all aspects of PSHE (Personal, Social and Health Education) and RSE (Relationships, Sex education) in the school for staff, parents/carers and governors.

Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up, relationships, friendships, human sexuality and sexual health.

Intent

Personal, social and health education (PSHE) and Sex, relationships education (SRE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens. At Westcott Church of England School our PSHE/SRE curriculum will support the moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences in school and later in life. We believe that children should be given opportunities to engage with current issues so that they can make clear informed choices about new challenges and critical opportunities that will arise as they grow up and become responsible adults.

Our curriculum provides children with a wide range of learning opportunities and experiences across and beyond the classroom, children are encouraged to contribute fully to the life of their school and community, children will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Children will have a clear understanding of their role as a citizen, not only in school but in the wider community.



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Our PSHE/SRE Curriculum is designed to allow each child to...

- Recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities.
- Work well with others and prepare them to play an active role as citizens.
- Develop positive, healthy relationships and respect for others;
- Develop a resilient Growth Mind-set
- Encourage them to develop good relationships and respect for the differences between people.
- Know and understand what constitutes a healthy, safe lifestyle, both physically and mentally
- Develop online and offline safety awareness
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social situations

Implementation Our scheme of work (PSHE Association Scheme of Work) offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to outstanding curriculum provision. Children are taught about drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle should be taught to enable children to prepare our pupils for the opportunities, responsibilities and experiences of later life.

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

It is a statutory requirement for all primary schools to deliver Relationships Education and Health Education from September 2020. DfE Guidance on these requirements can be viewed here.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

It is not a statutory requirement to deliver sex education at primary phase, other than that which is required within National Curriculum of Science. Elements of related content, such as puberty, menstruation are a requirement of Health Education and sit within the unit within this theme entitled 'Changing Adolescent Body'

In Early Years, children will work towards achieving Early Learning Goals in Personal, Social and Emotional Education. These will be delivered through cross curricular projects as outlined in our Early Years Curriculum. They will also be delivered through structured playtimes, social times, visits, stories, videos, role play and collective worship.



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In Key Stage 1 pupils learn:

Year 1 – Life cycles, Body changes, Boys and girls bodies, Learning and growing and how to cope with these changes.

Year 2 – Life cycles in nature, Growing from young to old, Changing me, Body changes and being assertive and looking ahead to Year 3.

In Key Stage 2 pupils learn:

Year 3 – How babies grow, Babies, Outside body changes, Family stereotypes and looking ahead to Year 4.

Year 4 – Boys and girls puberty lessons, Circle of change, Accepting change and Looking ahead to Year 5.

Year 5 – Self and body image, Puberty for girls*, Puberty for boys*, conception* and looking ahead to Year 6.

Year 6 – Self and Body image, Puberty*, Conception*, Babies and how babies are born* and looking ahead to Secondary School.

The curriculum is covered over a 2 year rolling program to ensure all elements are covered with the mixed age classes (KS1, Lower KS2 and Upper KS2).

* Points in italics are covered by the DVD resources, and delivered by school nurses.

All the materials used with children as part of our Relationships education and non-statutory RSE are age appropriate. These have been developed to meet the needs of our pupils at Westcott Church of England School.

Parents are welcome to view any of the resources used as part of our PSHE/RSE curriculum approach. Please contact the office or Headteacher at school to arrange this.

Our children are entitled to a world class PSHE/SRE curriculum which enables them to:

- Stay safe and healthy, build self-esteem, resilience and empathy and raise aspirations.
- Embrace the Fundamental British Values of Democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith (Valuing all God's Children).



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Organisation – Curriculum Design

An effective SRE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. At Westcott Church of England School SRE, as identified above, will be delivered through PSHE Association Scheme of Work, a mindful approach to PSHE during timetabled sessions each week.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

There may be occasions where appropriate visitors, for example the School Nurse, may deliver elements of SRE within school in order to enhance the learning experiences and development of skills for specific groups of pupils.

Impact

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored, and feedback will be given around what is going well and what are the ways to grow.

As part of our reporting process to Governors, the curriculum lead for school would report on any appropriate monitoring of PSHE, including RSE.

Staff who deliver RSE as part of PSHE are expected to speak with the subject lead to flag any additional needs or issues with any materials being used.

All lesson plans used from within the PSHE Association Scheme of work are planned out for staff and resources are provided. Staff are expected to annotate planning as required and create any additional resources to support classroom delivery (e.g Smart Boards).

Staff CDP

Westcott Church of England School believes in the importance of training for staff delivering SRE. Staff are encouraged to access appropriate training and support to help them deliver effective SRE as required.



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Specific Issues within SRE

Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias, following the principles of our school values and ethos. Topics are presented using a variety of views and beliefs that are reflective of the school community which we serve and wider society. This ensures that pupils are able to explore and form their own opinions but also respect others that may have a different opinions and life experiences.

Dealing with Questions

Questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later, especially if the question is not deemed to be appropriate for the age of pupils or the theme being delivered.

Where appropriate, teachers will try to answer a question in an age appropriate way. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated or Additional Designated Safeguarding Lead if they are concerned with any questions which pupils ask and may lead them to believe there is a safeguarding concern.

Teachers will make use of ground rules within all RSE sessions to ensure that a safe learning environment is achieved to allow pupils to explore and discuss topics in an appropriate way, yet also be clear on expectations around inappropriate questions or unintended disclosures.

In some sessions, teachers may choose to use 'anonymous question boxes' as a means of dealing with any additional questions pupils may have. Pupils will also be signposted to internal and external support within school if needed. E.g. Pastoral care etc.

Parental right of withdrawal

Our school seeks to work in partnership with parents and carers to provide age-appropriate and effective Relationships, Sex Education to children. Our programme of study aims to complement and support the role of parents as first teachers of their children.

There is no parental right of withdrawal from Relationships Education, Health Education or sex education delivered as part of the National Curriculum in Science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Parents have the legal right to request that their child be withdrawn from some or all of non-statutory sex education provided in school.



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We would encourage all parents to carefully consider this matter if they wish to withdraw their child from any non-statutory lessons. Those parents/carers wishing to exercise their right to withdraw their children from such lessons are invited in to see the PSHE Coordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Any pupil who is withdrawn from non-statutory sex education will be given appropriate work for the duration of the session and will be taught elsewhere in the school for the duration of the session.

At the beginning of Spring term parents of children who are in year groups where non-statutory content will be delivered, will be informed by letter of forthcoming SRE lessons and will also have the opportunity to view resources prior to delivery. These lessons will complement and support their role as parents in teaching their children about sex, relationships and growing up.

Safeguarding and Confidentiality

Teachers conduct RSE lessons in a sensitive manner and with the needs of pupils at the fore. Teachers are aware that effective RSE which brings an understanding of what is and is not appropriate in relationships can lead to a disclosure of a child protection issue. If a child makes a disclosure, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Visitors/external agencies which support the delivery of RSE will be required to follow this policy and give due regard to the schools safeguarding policy and procedures.

If the teacher has any concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead as a matter of urgency.

Inclusion

It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education which is appropriate for their age, physical and cognitive development, with differentiated provision if required. We aim to ensure that our programme is accessible to all pupils, including any pupils with special educational needs or disabilities (Valuing all God's Children). In teaching Relationships and Sex Education, we also understand the importance of equality and respect and the duties placed upon us by the Equality Act 2010.



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Dissemination

This policy is available to the school community via the school website so that all stakeholders are able to access it. Hard copies are available from the school office on request.

Policy review

The PSHE Co-ordinator will facilitate the gathering of policy feedback from parents, staff and pupils every two years or sooner if required.

This policy is approved by Governing Board.

This policy will be next reviewed on February 2023.

Signed: Governing Board Chair Head: Mr S Catchpole,

PSHE lead: Mr B. Grace