

Windsor Academy Trust



Relationship and Sex Education (RSE) and Health Education Policy

Primary

Responsible Committee:	Education, Performance and Standards
Date approved by the Board of Directors:	13 July 2023
Implementation date:	July 2023
Next Review	July 2025

All SRE (sex and relationships) has been amended to RSE (relationships and sex) throughout the policy except if referring to external documents where SRE is used

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Introduction

This policy outlines for all stakeholders, the key elements of Relationships and Sex Education (RSE) delivery across the primary schools of Windsor Academy Trust. All schools must have an up to date RSE policy which is made available for different stakeholders. The policy will:

- Define relationships and sex education;
- Describe how relationships and sex education is provided and who is responsible for providing it;
- Explain how relationship and sex education is monitored and evaluated;
- Include information about parents' rights to withdrawal;
- Be reviewed annually.

1. Aims and objectives

1.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

1.2 The Windsor Academy Trust Primary RSE policy therefore –
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Sex and Relationship Education (SRE) for the 21st century' (2019)
Relationship and Sex Education (RSE) and Health Education (2020)
Development Matters - non-statutory curriculum guidance for EYFS (2020).

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'Relationships and sex education (RSE) and health education' July 2020, replaces 'Sex and Relationships guidance', 2000. Relationship and sex education and Health education are now compulsory. This guidance applies to all schools providing primary education. The statutory guidance specifies what students should know by the end of primary school.

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Families, Respectful relationships and friendships, online and media, being safe, intimate and sexual relationships, including sexual health.

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Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and an introduction to the key changes to the body, during puberty.

3. Policy development and review

The policy was written by the SENCO in partnership with the SRE subject leaders of the school. The policy is based on the current statutory guidance for RSE and Health Education. The policy is reviewed annually. There are sections within this policy which are individualised and are adapted by each setting. Parents/carers in each setting were invited to feedback on the policy and are able to view the policy on each school's website. The policy was then disseminated to all staff so that they were able to provide feedback. This policy will be approved by the Trust board.

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question-based approach. The WAT long-term curriculum progression map can be seen in appendix 2.

[ADAPT PARAGRAPH 5.3 TO SUIT EACH ACADEMY]

- 5.4 Our RSE curriculum provides a strong basis for educating young people about respectful relationships and appropriate behaviour. However, there may be issues that a:s



complaints or questions about the delivery of RSE should be addressed to the headteacher of the primary school attended.

6. Roles and responsibilities

6.1 The Trust Board is responsible for approving the RSE Policy.

6.2 The Local Advisory Board of each Windsor Academy Trust the

8.4 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around perceived sexual orientation arising from this prejudice will be dealt with ~~and~~ ~~encourage~~



Appendix 1 - What children should know by the end of primary school

Relationships Education (Primary)

Families and people who care for me

that families are important for children growing up because they can give love, security and stability.

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.

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.

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.

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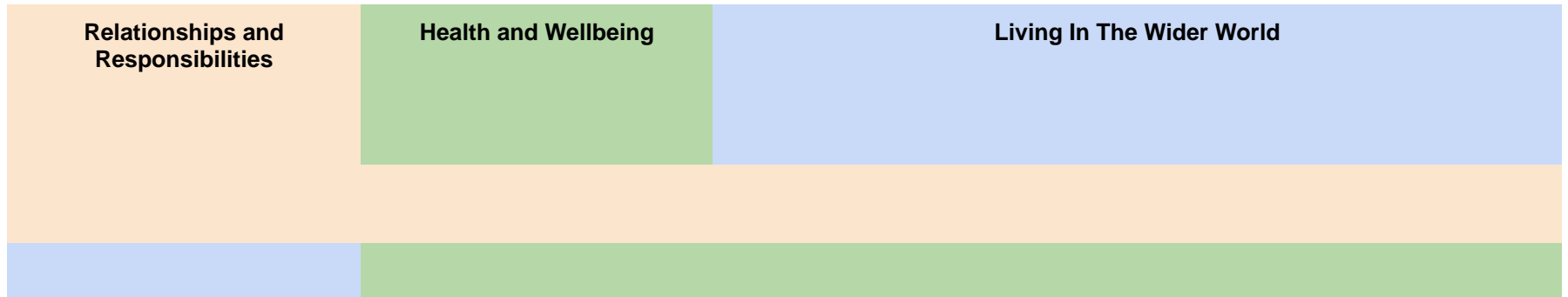
that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
the rules and principles for keepco her

	<p>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.</p> <p>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.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>the characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>the risks associated with an inactive lifestyle (including obesity).</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>the principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol and tobacco	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>the facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid	<p>how to make a clear and efficient call to emergency services if necessary.</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle.</p>

Appendix 2 - RSE Overview and Skills Progression Document (Primary)

Core themes across all year groups:

RSE Guidance Categ



How do we treat each other with respect?

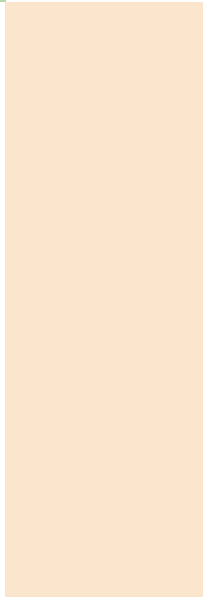
How people's behaviour affects themselves and others, including online
Recognising respectful behaviour and the relationship between rights and responsibilities.
Discuss confidence or secret. Disrespect or discrimination
• how to respond to inappropriate behaviour (including online).

How can we manage our feelings?

Wider range of feelings; conflicting feelings
experiences at the same time; describing feelings associated with change;
recognising wider range of feelings in others;
responding to other's feelings

How can our choices make a difference to others and the environment ?

Managing risk in familiar situations and the local environment;
feeling negative pressure and managing thir



biological sex).
About stereotypes
and how they can
negatively
influence
behaviours and
attitudes towards
others.

unsafe or
uncomfortable.

Year 6

How will we grow and change?

Changes that
happen at puberty;
keeping good
hygiene;
describing
intensity of
feelings to others;
managing
complex emotions;
different types of
relationships; what
makes a healthy
relationship
(friendship);
maintaining
positive
relationships; who
is responsible for
their health and
wellbeing; to ask
for advice

How can the media influence people?

How the media, including online, can
affect people's
Wellbeing. Not everything should be
shared online and the rules. Fake
news can influence opinions and
decisions. How to evaluate how reliable
different types of online content and
media. Recognise unsafe or suspicious
content online and what to do about it.
How to recognise the risks involved in
gambling and the impact it might have.
To discuss and debate what influences
people's decisions, taking
into consideration different viewpoints.

What will change