

# **Relationships and Sex Education Policy (From 2020)**

## **Broad Heath Primary School**



<b>Approved by:</b>	Jane Frankish	<b>Date:</b> June 2021
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## 1. Aims

The aims of relationships and sex education (RSE) at our school are 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 the correct vocabulary to describe themselves and their bodies. All teaching will be age appropriate and focus on friendship, family relationships and relationships with other children and with adults.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Broad Heath School we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. 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, exploring issues and values.

**RSE is not about the promotion of sexual activity.**

## 5. Curriculum

Our curriculum is set out as below, but we may need to adapt it as and when necessary.

**[see Appendix]**

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Primary bodily changes will focus on:

- Preparing boys and girls for the changes that adolescence brings
- For more information about our curriculum, see above. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in SMSC.

Pupils may also receive further educational sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation (action of describing or regarding someone or something as worthy of disgrace or great disapproval) of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the headteacher.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school and statutory guidelines are followed.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers will be responsible for teaching RSE in our school.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. At Broad Heath we do not teach non-statutory / non-science component of sex education with RSE. Parents/Carers who have concerns about teaching RSE are encouraged to discuss this with the teacher.

## **9. 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the school Senior Leadership Team (SLT) through planning scrutinies, learning walks, pupil interviews and school council discussions.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT annually and at parental coffee mornings where parents will be given the opportunity to express their views. At every review, the policy will be approved by the headteacher.

## Appendix: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability <b>(EYFS, KS1 and KS2)</b></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 <b>(EYFS, KS1 and KS2)</b></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 <b>(EYFS, KS1 and KS2)</b></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 <b>(EYFS, KS1 and KS2)</b></li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <b>(KS1 and KS2)</b></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 <b>(EYFS, KS1 and KS2)</b></li> </ul> <p><b>EYFS (Nursery and Reception), KS1 (Years 1 and 2), KS2 (Years 3, 4, 5 and 6)</b></p>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends <b>(EYFS, KS1 and KS2)</b></li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties <b>(EYFS, KS1 and KS2)</b></li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <b>(EYFS, KS1 and KS2)</b></li> <li>• 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 <b>(EYFS, KS1 and KS2)</b></li> <li>• 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 <b>(EYFS, KS1 and KS2)</b></li> </ul> <p><b>EYFS (Nursery and Reception), KS1 (Years 1 and 2), KS2 (Years 3, 4, 5 and 6)</b></p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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 <b>(EYFS, KS1 and KS2)</b></li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships <b>(EYFS, KS1 and KS2)</b></li> <li>• The conventions of courtesy and manners <b>(EYFS, KS1 and KS2)</b></li> <li>• The importance of self-respect and how this links to their own happiness <b>(EYFS, KS1 and KS2)</b></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 <b>(EYFS, KS1 and KS2)</b></li> <li>• 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 <b>(KS1 and KS2)</b></li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive <b>(KS1 and KS2)</b></li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults <b>(EYFS, KS1 and KS2)</b></li> </ul> <p><b>EYFS (Nursery and Reception), KS1 (Years 1 and 2), KS2 (Years 3, 4 ,5 and 6)</b></p>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not <b>(KS1 and KS2)</b></li> <li>• 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 <b>(KS1 and KS2)</b></li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <b>(KS1 and KS2)</b></li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met <b>(KS1 and KS2)</b></li> <li>• How information and data is shared and used online <b>(KS1 and KS2)</b></li> </ul> <p><b>EYFS (Nursery and Reception), KS1 (Years 1 and 2), KS2 (Years 3, 4 ,5 and 6)</b></p>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others-including in a digital context <b>(EYFS, KS1 and KS2)</b></li> <li>• 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 <b>(EYFS, KS1 and KS2)</b></li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <b>(EYFS, KS1 and KS2)</b></li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know <b>(EYFS, KS1 and KS2)</b></li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult <b>(EYFS, KS1 and KS2)</b></li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard <b>(EYFS, KS1 and KS2)</b></li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so <b>(EYFS, KS1 and KS2)</b></li> <li>• Where to get advice e.g. family, school and/or other sources <b>(EYFS, KS1 and KS2)</b></li> </ul> <p><b>EYFS (Nursery and Reception), KS1 (Years 1 and 2), KS2 (Years 3, 4 ,5 and 6)</b></p>