



Bishop Pursglove CE (VA) Primary School

Reach Higher, Think Deeper, Love Wider

Relationships, Sex and Health Education Policy (2020)

Version	Draft	Approved	Review Date
1	April 2021		April 2024

The Legal Position

As a Primary School, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children have access to the internet and through mobile technology, we believe it is better and safer for them to learn about this in a safe and controlled manner at school.

The Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE.

Policy development

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

- Review –The PSHE lead pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain relationships
- Provide a framework in which sensitive discussions can take place
- 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
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

Skills

Across the Key Stages, pupils will be supported with developing the following life skills:

- Negotiation
- Making choices
- Listening
- Dealing with and challenging prejudice
- Seeking help from adults - including parents, carers and professionals
- Differentiating between accurate and inaccurate information
- Empathising with others
- Developing critical thinking as part of decision-making

Attitudes and Beliefs

- Learning the importance of values.
- Learning the value of family life, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love, acceptance and care.
- Understanding everyone has rights over their own bodies.
- Learning that there are different lifestyles and everyone has the right to choose for themselves.
- Understanding that they have choices.
- Exploring, considering and understanding moral dilemmas.

Values Framework

RSE is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Care will be taken that there is no stigmatisation of children based on their home circumstances. When discussing families and relationships all contributions from children will be equally valued. When discussing sexual intercourse staff will present it as part of a committed and stable relationship. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

Among the values promoted are

- Respect for oneself and other people.

- Taking responsibility for one's actions in all situations.
- Honesty and loyalty in relationships.
- The importance and responsibilities of the family unit for all members.
- Sensitivity towards the needs and views of others.
- The importance of protecting themselves and how to ask for help and support.

Teaching and Learning including delivery of the SRE Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum and to a lesser extent through the science curriculum.

The teaching of RSE is carried out primarily by class teachers. The SRE Leader is Lynne Kilford

We use the Derbyshire PSHE Matters Scheme, which covers all the strands for SRE. The scheme of work for RSE maps out units for each year group. Themes are returned to as children move through the school, providing a progression in knowledge.

The DfE recognises five elements to Relationship Education, which are:

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

Our RSE Curriculum covers the following:

(Green text = Relationship Education; Blue text = Sex Education)

In Key Stage 1 children will learn:

- To recognise, name and manage their emotions
- About what makes them and their families special and how families are different
- About what makes them a good friend
- To recognise what is fair/unfair; right/wrong
- How to be kind to others and recognise when others are being unkind
- Life cycles
- About changes and how they have changed since babyhood
- How boys' and girls' bodies are different
- The importance of personal hygiene
- The correct names for sexual body parts
- That some parts of the body are private

In Lower Key Stage 2 children will learn:

- Changes in friendships, relationships and families
- How to be a good friend online and offline
- Staying safe online
- Managing conflict in friendships
- How and why their bodies change as they get older
- About gender stereotypes and their impact

- About feelings and how to cope with them
- That a male and a female are needed to make a baby
- What a baby needs
- About privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy

In Upper Key Stage 2 children will learn:

- About important relationships in their life
- How to show love to others
- About different kinds of families and partnerships
- About marriage, stable loving relationships and environments and their importance for having babies and bringing up children
- How to recognise healthy and unhealthy relationships
- About different types of bullying, why they are unacceptable and how to respond
- About physical and emotional changes in puberty and how to cope with them
- About menstruation
- How babies are conceived, how they develop and are born
- The impact of social media on self-esteem, body image and how to manage this
- About the correct use of terms sex, gender identity and sexual orientation
- How to manage transition to secondary school and managing emotions around this
- About sexual exploitation

All pupils are also explicitly taught how to ask for help if they are worried or concerned about any aspect of RSE, PSHE or in general.
(See RSE scheme of work for further details)

We also teach RSE through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing (Science). Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved R.E.) We also teach concepts closely linked to child protection and safeguarding.

While we use a comprehensive scheme of work, the planned sequence may change due to priorities identified at the time. For example, should an instance of bullying occur, this unit will be covered and the unit of work missed will be returned to later.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

Parents have the right to withdraw their children from those aspects of RSE, not included in the Science Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. If parents/carers do request their child be removed from these lessons, then that child will be

provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the School

It is the responsibility of the School to:

- Ensure that parents and staff are informed about our RSE policy.
- Ensure that the policy is implemented effectively.
- Advise parents and carers (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Answer any questions that parents may have about the RSE of their child
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account different faiths and views.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use specific and/or sexual terms as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality and gender, is an important aspect of education and will be addressed as appropriate through the curriculum.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead (DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the DSL throughout the whole process.

Equality

Bishop Pursglove Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

SEND

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Roles and responsibilities

The Governing body

The governing body has delegated the approval of this policy to The Teaching & Learning Committee and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leader

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy

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.

Pupils

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

Training

Staff are trained on the delivery of RSE 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.

Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE subject lead and the Teaching and Learning committee on a 3-year basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.