

Bicton C.E. Primary School and Nursery

Learning for a Lifetime



RELATIONSHIP AND SEX EDUCATION POLICY

This policy was reviewed and approved by the Governing Body, Parents, Pupils and Staff in June 2021.

It will be reviewed and updated by Governors, in consultation with teaching and support staff, in June 2023.

This policy will be reviewed bi-annually.

Signed

Head teacher

Signed

Chair of Governing Body

INTRODUCTION

This policy is based on the DfE guidance on [Relationships Education](#). Our Relationships and Sex Education (RSE) Policy places the emphasis on relationships and supports pupils' understanding and skill in developing positive and healthy relationships.

Relationship and Sex Education (RSE) is integrated within our curriculum and complements and overlaps with the Personal, Social, Health and Emotional development of the child and the general life of the school. RSE supports pupils' physical, moral and emotional development and helps them understand the importance of committed, stable and loving relationships; respect, love and care; and marriage. It involves teaching about developing relationships, sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. We believe that this is a lifelong learning process which underpins our school motto – *Learning for a Lifetime*.

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development'.

"In Church of England schools, RSE will be rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of marriage as the context for sexual relationships, as well as the understanding of abstinence and celibacy as positive life choices. In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect.

Nigel Genders the Church of England's Chief Education Officer 2019 response to DfE guidance.

In planning and delivering our RSE programme, we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self esteem. If young people feel positive about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance, good practice guidelines and is consistent with Shropshire Council recommendations.

This policy links to and is consistent with other school policies including Behaviour, Safeguarding and Child Protection and Anti- Bullying.

SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding issue. Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin, are taken seriously and considered with an open mind, which does not prejudge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of utmost importance. Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the school's safeguarding procedures.

WHOLE SCHOOL APPROACH

We believe that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'. Pupils' questions will be responded to by staff (teaching and non-teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child. School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box may be provided for this.

The use of sexualised language, swear and slang terms, including homophobic language, will be addressed with pupils and as appropriate with parents and carers.

ORGANISATION

We teach relationship and sex education through different aspects of the curriculum. Education in personal growth and development, including relationship and sex education, is integrated within our curriculum and is included in curriculum planning for each class each term. It is taught by class teachers and the Headteacher and some content will be taught to single year groups e.g. Year 6. Pupils work in both single and mixed gender groups, and small groups may also be used, based on learning and developmental need. Teaching assistants may provide additional support for pupils as required.

Teaching staff are provided with guidance on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and / or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

We teach some aspects of RSE through subject areas, in science and PE in particular.

Through Personal, Social, Health Education, (PSHE) we teach pupils about relationships, and we encourage children to discuss issues. We teach parts of the body, and how they work, and we discuss what happens during puberty, using the correct biological terms for body parts and their functions. We encourage children to ask questions and ensure that everyone is listened to. We reassure children that change is part of life's cycle.

In our science lessons in both key stages, teachers inform children about the body, its functions, keeping healthy and the importance of health and hygiene. Our curriculum follows the national Curriculum for Science (2014).

In key stage one, we focus on identifying, naming and labelling basic parts of the body and their function relating to the senses, offspring, basic needs, exercise, diet and hygiene

In key stage two, we teach about the main stages of the human life cycle and puberty, nutrition and life processes of reproduction, impact of diet, exercise, drugs lifestyle choices and alcohol. In PE we teach about being aware of our bodies, keeping healthy and fit, about personal hygiene, keeping safe, personal space and privacy.

AIMS

RSE in our school is part of the personal, social and health education curriculum. This is integrated within our wider school curriculum and complements and overlaps with the general ethos and life of Bicton School. We have planned an age-appropriate scheme of work, designed to respond to pupils' questions and benefit from the curiosity and interest that children have about their own growth and development, and to offer reassurance that such changes are normal and natural.

Through our RSE programme, we give pupils the opportunity to express themselves within a trusted and safe environment, following agreed ground rules which are revisited at the start of each taught session; this ensures that all pupils feel comfortable during discussions.

We want to reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships, including mutual respect and care, to develop a sensitivity towards the needs of others, and provide knowledge of loving relationships to help prepare them to make informed choices about relationships. This will include the exploration of values and moral issues, taking into account physical and moral risks associated with certain behaviours, and educate them against discrimination and prejudice.

We will educate children about the importance of personal hygiene and related health issues, and the human reproductive process.

We will deliver a planned and age-appropriate scheme of work.

The aims are:

- to explain the meaning of words in a sensible and factual way, to use and encourage the use of correct names for all body parts and functions. It is important that children know how to articulate using the correct language for body parts, so we ensure that correct language is used in all contexts, as appropriate / relevant
- to value family life in all its forms
- to encourage self-esteem when considering ourselves in relationship to others
- to develop a positive self
- to help pupils to develop their ability in making decisions, being assertive, self-expression, show respect for others, and communication skills
- for pupils to be able to recognise and communicate their feelings
- to help pupils understand their rights and to be able to recognise and resist unwanted touches and advances
- to prepare pupils to keep themselves safe online and be able to recognise potential dangers with regard to appropriate and inappropriate relationships (real world and digital world safety)
- to provide pupils with the skills necessary to be able to protect themselves
- to give a simple elementary understanding of human reproduction, which is appropriate to their maturity and level of understanding
- to prepare pupils for the physical and emotional changes and challenges of growing up
- to help pupils to accept the variation in rates of growth and development
- to provide reassurance that change is part of the life cycle and to give support in adjusting to these changes

- to offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereo-typing
- to counteract misleading folklore, myth, and false assumptions
- to help children make responsible decisions about relationships that they form
- to raise awareness of sources of help and to develop the skills and confidence to use them e.g. who to talk to if they have a problem
- to challenge media stereo-types and persuasive advertising ensuring pupils develop an awareness of and respect for diversity in relation to, for example gender, race, religion and belief, culture, sexual orientation and disability
- to promote equal opportunities for all
- to complement and support the role of the parents

There are three main elements;

- Attitudes and values:
 - understanding the importance of values and individual conscience and moral considerations
 - learning the value of committed and loving relationships for the nurturing of children
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas
 - developing critical thinking as part of decision making
- Personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - developing an understanding of difference and to challenge unreasonable prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict
 - learning how to recognise and avoid exploitation and abuse
- Knowledge and understanding:
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay

CONTEXT

We teach relationship and sex education in the context of our curriculum aims and our school values which underpin all our work in school.

In particular, we teach relationship and sex education in the belief that:

- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control
- relationship and sex education should be taught in the context of stable, loving and committed relationships
- children should be taught to have respect for their own bodies and other people's bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity

Questions may arise naturally in and out of the classroom. There are lots of triggers e.g. a story in the news or a TV soap, lyrics in a song, a family situation, an experience, the time of year or as a result

of issues raised in a lesson. Whatever the trigger, the child has taken the opportunity to enquire, clarify and discuss something and they may also be asking for help, advice and support.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual and simple information will be provided using the correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and may use distancing techniques such as referring the question to a question box. This allows staff time to reflect and consider the most appropriate way to respond.

Any concerns arising concerning a child, or any indications that a child or children are at risk of harm or in danger, will be discussed with the head teacher or child protection lead in accordance with the Safeguarding and Child Protection policy.

The use of sexualised language, swear and slang terms, including homophobic language, will be addressed with pupils and as appropriate parents and carers.

CONTENT

We are committed to ensuring our curriculum is age appropriate. We are aware that the issues and concerns facing pupils change and our curriculum needs to be flexible and responsive. We take advice and are updated on a regular basis by Shropshire Council on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable sources such as the PSHE Association, Public Health England and CEOP.

The RSE element of the curriculum is taught within the context of health and wellbeing. The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach.

The programme complements the science curriculum. In science lessons in Key Stage 1, children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing and keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national curriculum for science.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 5 & 6 there is a greater emphasis on the changes that occur in puberty, and pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology and encourage children to ask for help, providing reassurance that change is part of life's cycle.

HOME-SCHOOL PARTNERSHIP

Children are exposed to information and messages from TV, the internet, social media, streaming, film, music videos, books and magazines. They are influenced by family and friends and other significant adults. Part of our role in school is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive. We aim to provide a programme ensuring all pupils receive high quality provision in line with national good practice recommendations.

We believe that parents and carers have the primary role in delivering relationship and sex education. We give due regard to the value of loving and stable relationships, and family life, and hope the school curriculum and ethos of the school, complements and enhances home teaching and values.

We provide parents and carers with the opportunity to discuss the school's policy and practice. They are informed prior to the delivery and offered an opportunity to look at resources. Parents and carers are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act, parents have the right to withdraw their child from part, or all of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this, they should discuss this with the Headteacher. We would encourage parents to discuss any concerns at the earliest opportunity with their child's class teacher. The Headteacher will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and may be asked to put this in writing. Resources and information regarding further support and help will be made available. Any parents with concerns about this policy should discuss this directly with the Headteacher.

ASSESSMENT

Staff will carry out an informal baseline assessment of pupils' awareness and understanding which will be used to plan the next steps for learning. Questions will be posed using a range of methods to support this baseline e.g. group and whole-class discussion, mind mapping, questions & answers. At the end of a series of lessons, there will be a follow up activity using relevant questions.

EQUAL OPPORTUNITIES

Equality of opportunity is highly valued in our school. We believe that RSE should offer pupils the opportunity to clarify and develop their attitudes and values relating to gender roles and stereotyping, and challenge and consider assumptions and influences in society related to gender, race and culture, disability, ability, religion and belief and sexual orientation.

CONFIDENTIALITY

Teachers and other professionals involved in the delivery of RSE, will deliver lessons in a sensitive manner. Pupils will be encouraged and supported to ask questions. These will always be answered in a sensitive, non-judgemental, respectful and age-appropriate manner, and confidentiality will be respected.

All school staff will answer questions giving current and factual information appropriate to the age and maturity of the child. A question box technique will be used to support school staff and pupils. Any issues of concern, or any indications that a child or children may be at risk of harm or in danger, will be discussed with the Headteacher / DSL / Deputy DSL, in accordance with our Safeguarding and Child Protection policy.

SEND

The needs of children with special educational needs or disabilities, who require support or special assistance to access the curriculum, will be fully considered, and their parents will be consulted as necessary.

THE SOCIAL, ETHNIC AND RELIGIOUS MIX OF THE SCHOOL

We aim to fulfil the educational needs of the children who are represented in our local community, recognising that the children may represent different social, ethnic and religious values, beliefs and customs.

ROLES AND RESPONSIBILITIES

It is the responsibility of the Headteacher to ensure that:

- policy and practice is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about the policy
- all staff receive appropriate training and support
- external agencies adhere to the Visitors' policy

It is the responsibility of the school's governors to ensure that:

- the school delivers a broad and balanced curriculum as an entitlement for all pupils and adheres to statutory DfE guidance 'Keeping Children Safe in Education'.
- the Standards and Curriculum Committee of the governing body monitors our relationship and sex education policy and reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.
- The Standards and Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.
- this policy has been reviewed and updated with teaching and support staff, and approved by the school governors

CLASSROOM STRATEGIES AND ACTIVITIES

Class teachers plan the activities using a range of resources. The majority are planned as part of PSHE and Science.

The class will establish ground rules that are appropriate to the age and activity. Class ground rules and behaviour code will also be relevant but may be extended.

Some classes or activities may involve the use of question boxes, where children can place questions and thoughts, either named or anonymously.

Teachers will assess pupils' responses to the concepts in a range of ways. This will be mostly informal but some formal assessments using strategies such as questionnaires, written responses, paired work, group discussion, may also be used.

SOURCES OF USEFUL INFORMATION / WEBSITE LINKS

<https://www.nspcc.org.uk/>

For parents:

YoungMinds: organisation specialising in children and adolescent mental health; lots of info and excellent Parents' Helpline www.youngminds.org.uk

Family Lives: lots of info and helpline www.familylives.org.uk

NHS Choices: Live Well, healthy living for everyone Info for parents and children
www.nhs.uk/livewell/puberty/pages/pubertyforparents.aspx

For children:

Childline: excellent site www.childline.org.uk/Explore/Mybody/Pages/PubertyBoys.aspx

www.childline.org.uk/Explore/Mybody/Pages/PubertyGirls.aspx

NHS Choices: Live Well, healthy living for everyone Info for parents and children
www.nhs.uk/livewell/puberty/pages/pubertyforchildren.aspx

Kids Health: from Nemours Foundation (American site)
www.kidshealth.org/kid/grow/body_stuff/puberty.html

The Hideout: Womens Aid to help children and young people understand domestic abuse
www.thehideout.org.uk

Internet safety for children: Think U Know: CEOP site on internet safety www.thinkuknow.co.uk

Childnet International: on internet safety <https://www.childnet.com/resources>