

Relationships and Sex Education Policy

Principles:

Boorley Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to the curriculum for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2019).

Aims

The following aims compliment those of the Science curriculum in KS1 and KS2.

- To have the confidence and self-esteem to value themselves and others.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand how safe routines can reduce the spread of viruses.

Objectives

As part of Relationships and Sex Education, pupils will be taught about the nature and importance of marriage for family life and bringing up children. However, in line with the inclusive ethos of Boorley Park Primary School, they also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We aim to prevent and remove prejudice. We will share books, stories and narratives throughout EYFS, KS1 and KS2 that represent different kinds of families so that children have a wide appreciation of the world around them.

Relationships and Sex Education also contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach Relationships and Sex Education through different aspects of the curriculum but carry out the main Relationships and Sex Education teaching in our PSHE curriculum.

The scheme of work for RSE at Boorley Park Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. We use the 'Jigsaw' PSHE scheme as the main source of lesson plans for our PSHE lessons, although teachers adapt them to meet the needs of their own classes and the context of our school.

There are 6 themes in the Jigsaw PSHE scheme of work, with one theme being taught each half term. These themes are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Videos for the teaching of Relationships and Sex Education lessons are taken from the Channel 4 'Living and Growing' series and from the BBC 'Relationships and Sex Education' materials.

See Appendix A for an overview of our PSHE curriculum.

We also teach Relationships and Sex Education through other subject areas (e.g. Science, Physical Education and Religious Education), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. 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.

Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development (PSED) they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- About the life processes common to humans and other animals including nutrition, growth and reproduction.
- About the main stages of the human life cycle, including reproduction and birth.

In Year 5 we place a particular emphasis on Relationships and Sex Education, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Role of Parents/Carers

The school is well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and

carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents and carers about the school's Relationships and Sex Education policy and practice (See appendix B for our Relationships and Sex Education Parent's Guide).
- Answer any questions that parents or carers may have about the Relationships and Sex Education of their child.
- Take seriously any issue that parents or carers raise with teachers or leaders about this policy or the arrangements for Relationships and Sex Education in the school

Parents/carers have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However, we anticipate that this will rarely happen as by working in partnership with parents/carers they will 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 Headteacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our Relationships and Sex Education policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and report to the local governing body on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school Relationships and Sex Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's Relationships and Sex Education policy and on the instructions of the Headteacher

Content (See RSE scheme of works for further details appendix A)

Health Education including, personal safety, hygiene, physical and sexual development, growth and change, puberty, human reproduction, pregnancy and childbirth and child development and parenting.

Personal and social development, including relationships with family and friends, self esteem, emotional development, gender roles and stereotyping.

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 the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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 a matter on an individual basis, a record must be kept of that discussion on CPOMs and the discussion must take place with another member of staff present.

Safeguarding

All staff receive regular safeguarding and child protection training. They understand that through topics covered in PSHE, pupils may be more likely to make disclosures. They follow the safeguarding and child protection policies to ensure that all concerns or disclosures are reported promptly to the Designated Safeguarding Leads.

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 terms such as 'poof', 'gay' and 'lesbian' 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 procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum. Boorley Park Primary School is an inclusive school where difference is celebrated.

Visiting speakers

Any visiting speakers to the school should be familiar with the school's policy on Relationships and Sex Education. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

Parents/Carers will be advised (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.

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.

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 designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in Relationships and Sex Education lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. The programme may be tailored to the emotional development of the individual.

Equal Opportunities

Relationships and Sex Education will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

Resources

Resources are stored in the Staff Room and copies of the DVDs used for teaching can be sought from the Headteacher. Electronic resources are available on the school's internal electronic database. Any queries regarding resources should be directed to the Headteacher.

Dissemination

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

Linked Policies:

- Behaviour Policy
- Child Protection Policy
- Confidentiality Policy
- Equality Policy
- E-safety Policy
- Preventing Radicalisation and Extremism Policy
- Safeguarding Policy
- Special Education Needs and Disability (SEND) Policy
- Protected Disclosures (Whistleblowing) Policy

**Appendix A Scheme of work outline
(based on Jigsaw PSHE Scheme of Work)**

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expression appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Responsible choices Seeing things from others' perspectives</p>	<p>Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognizing and trying to overcome obstacles Evaluating learning processes Managing feeling Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important - online and off-line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
Year 4	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem Solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
Year 5	<p>Planning for the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behavior affects groups Democracy, having a voice and participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behavior Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p>	<p>Self-recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p>	<p>Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p>

Theme	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition