



## **Burbage Primary School**

# **Relationships and Sex Education Policy**

<b>Created Date</b>	<b>Review Period</b>	<b>School Coordinator</b>	<b>Nominated Governor</b>
<b>July 2016</b>	<b>3 years</b>	<b>Anthony Tierney</b>	<b>Sally Bailey</b>
<b>Review Date</b>	<b>Review Reason</b>	<b>Changes Made</b>	<b>Updates Approved by</b>
<b>July 2019</b>	<b>3 years</b>	<b>Sally Bailey</b>	<b>TLAC 03.07.19</b>

## Burbage Primary School – Relationships and Sex policy (RSE)

### Rationale

At Burbage Primary School, we believe that relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

The term relationship and sex (RSE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life,
- promote the spiritual, moral, social cultural mental and physical development of pupils

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, human reproduction, human sexuality and sexual health'. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

### Aims

At Burbage Primary School, we aim to:

- Provide accurate information and combat ignorance, misconceptions, stereotypes and prejudice;
- Develop mutual respect and care for others;
- Support children and young people's mental health and wellbeing, academic achievement and future success.
- Establish key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online
- Support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and honesty. These approaches support our wider work of building self-esteem and resilience in our pupils.
- Enable children to become aware of a range of views about sex related issues and to reach their own, informed opinions;
- Develop skills relevant to decision making in sexual behaviour and relationships;
- Be taught as a spiral programme (**education** that introduces key concepts to students at a young age and covers these concepts repeatedly, with increasing degrees of complexity)

that is differentiated to meet the needs of children at different ages and stages of development;

- Be conducted in a sensitive manner in a relaxed environment;
- Enable children to air their feelings and views;
- Help prepare children for their future lives.

## **Morals and Values Framework**

Our approach to RSE will be conducted within a clear morals and values framework based on the ethos of our school, and the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or to be taken advantage of.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services, where appropriate.

## **Equal Opportunities**

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. Children may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

**The needs of boys as well as girls** We will consider the particular needs of boys and girls, and approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.

**Ethnic and cultural diversity** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about the programme, prior to specific RSE work in years 5 and 6, and will take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality** Our approach to RSE will include sensitive, honest and balanced consideration of sexuality where and when appropriate. Some of our pupils will go on to define themselves

as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.

**Special educational needs** We shall take account of the fact that, from time to time, some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Please see the school's Equal opportunities Policy for further clarification.

### **Teaching and Learning**

SRE will be mainly taught through a topic based approach, through PSHE lessons or as part of the science curriculum. However, as part of the 2014 National Curriculum in Science we will teach Year 5 and 6 pupils about "different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals." We have an RSE week in July where programmes from the series Living and Growing are shown throughout the school at an age appropriate level. Parents are welcome to come and watch each programme before this week in preparation for any questions which might arise from their children.

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

### **What does our RSE Curriculum Include?**

The DfE recognises 5 elements to Relationships Education. These are:

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

In Key Stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; 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 (age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

#### Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

#### Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

#### **Confidentiality**

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated and follow those agreed in PSHE lessons.
- No one in the classroom will be expected to answer a personal question.

- As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes a child is at risk or in danger s/he is to talk to the Headteacher/DSL about their concerns. The child concerned will be informed that confidentiality has been breached and the reasons why. The child will be supported by the teacher throughout the process.

Please see the school's Confidential Reporting Code Policy for further clarification.

### **Monitoring**

The programme is regularly monitored by the Head teacher and the RSE Co-ordinator. The views of adults, pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis, therefore making the policy relevant to the needs of the class.

### **Role of parents and carers**

The school is aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

Inform parents and carers about the school's sex education policy and practice.

Show the programmes in school to parents so that they are aware of the content.

Answer any questions that parents or carers may have about the sex education of their child.

Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.

### **Role of Headteacher/Governors**

The role of the Headteacher/Governors is to monitor the Policy and Curriculum to ensure they meet the statutory and local requirements and school agreed priorities.