

Relationships and Sex Education Policy

Policy adopted:

18th May 2023

Review Date:

May 2024

Learning Together with Kind Hearts and Determined Minds.

1. Basic Information

- 1.1. Borough Green Primary School is committed to the principle of respecting diversity and fostering equality in everything it does. This policy develops and implements these principles. The school is committed to providing Relationships and Sex Education (RSE) that is relevant and sensitive to pupil's needs. Staff will teach RSE without bias whilst always respecting the different family backgrounds of each class. Teachers will show this respect by referring, where appropriate, to a range of family setup types.
- 1.2. The purpose of RSE is to help and support pupils through their physical, emotional and moral development. At Borough Green Primary School, this programme is firmly embedded within the wider PSHE framework to help children develop the confidence and skills to respect themselves and others in order to live confident, healthy and independent lives.

2. Policy Statement

- 2.1. RSE teaching at Borough Green Primary School adheres to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers (07/2020). Materials used are in accordance with the PSHE framework, the Key Stage 1 and 2 Science Curriculum and the law. The RSE scheme of work ensures a graduated, age-appropriate curriculum and that the resources used are aimed at the maturity of the pupils. Teachers can use discussion around the resources to further tailor the teaching to the specific maturity of their class.
- 2.2. The school is committed to providing RSE that is relevant and sensitive to pupil's needs. Our programme aims to respond to the diversity of cultures, faith and family backgrounds within our school community. Staff will teach RSE without bias whilst always respecting the different family backgrounds of each class.

3. How will parents be involved?

We are committed to working with parents and carers. Whenever more sensitive or specific aspects of RSE are being carried out, parents and carers will be notified and invited into school to preview the material children will be watching, as well as to ask questions. This will enable parents to be prepared to answer

their children's subsequent questions or simply talk together about their children's learning.

4. Withdrawal from RSE lessons

"Parents have the right to request that their child be withdrawn from some or all of sex and relationship education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex and relationship education to their child at home instead).

If a pupil is excused from sex and relationship education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education."

(DfE 07/2020).

In practice this means that children cannot be withdrawn from relationships education but can be withdrawn from specific lessons regarding sex education. Parents will be invited to view any video resources that will be used prior to their children seeing them and are encouraged to discuss any concerns they may have at these meetings. Parental opinions will always be valued and respected. However, many parents say they are reassured by the preview sessions and find that open and honest discussion of the resources (and the reasons for including them) mean that they are happy for their child to be included in the lessons.

5. Overall School Aims and Objectives

5.1 Our school's overarching aims and objectives for our pupils are:

- Provide accurate and relevant knowledge about appropriate, loving relationships, sexuality and human reproduction.
- Provide opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Encourage attitudes which will prepare pupils to view their future relationships in a positive manner with an understanding of what poor quality relationships might look and feel like.
- Teach children the foundations of consent which include: establishing personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate or unsafe physical, and other, contact.
- Provide children with the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Pupils to value themselves, their families and other groups to which they belong.

5.2 The three main elements of RSE explore:

i) Attitudes and values

- the importance of values, individual conscience and moral considerations
- the value of positive relationships with particular reference to family life, marriage and stable loving relationships for the nurture of children and friendships
- That families either in school or in the wider world, sometimes look different from their family, but that they should respect these differences and know that other children's families are also characterised by love and care (Families can include for example single parent, LGBT parents, families headed by Grandparents, adoptive parents, foster parents and carers)
- the value of love and respect
- developing critical thinking as part of decision making
- developing resilience and promoting growth mind-set
- developing positive emotional and mental wellbeing (through positive friendships)

ii) Personal and social skills

- managing emotions and relationships with confidence and sensitivity
- developing self-respect and empathy for others
- understanding the consequences of their choices
- recognising and avoiding exploitation and abuse
- knowing how to report abuse
- understanding on and offline safety

iii) Knowledge and understanding

- physical development at appropriate stages
- recognising how to keep clean and look after oneself
- understanding differences between boys and girls
- human sexuality, reproduction, emotions and relationships

6. Delivery of RSE

6.1 From September 2011, class teachers at Borough Green Primary School have delivered RSE using resources from The Christopher Winter Project, an award-winning provider, to support the teaching and Learning of Sex and Relationships (RSE) Education. This resource has been used throughout the UK to train thousands of teachers to teach RSE confidently and successfully. The lessons taught combine a range of teaching techniques that encourage active learning. The curriculum continues to develop their knowledge and skills, until Year 6.

6.2 Another resource used to support RSE learning is the Channel 4 Living and Growing video series. These are made available for parents to view before teaching. The videos are a combination of young actors talking about changes and cartoon elements. Teaching notes accompany these videos and teachers add to these notes annually to allow refinement and awareness of misconceptions. These videos are used selectively and not in their entirety.

- 6.3 Many of the elements of the RSE curriculum are part of the wider Science curriculum and will be taught within Science as well as being taught discreetly as RSE. For example, there are important links to be made between human reproduction and the reproduction of plants and animals. These links are made explicit on the Christopher Winter resources.
- 6.4 From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help. This will be further reinforced in Year 2.
- 6.5 In Year 3, children are introduced to life cycles. They explore the genetic differences between males and females. In Year 4, pupils are taught about how a baby develops inside a mother's womb and that both male and female sex parts are required to make a baby. Children will reflect on their development from babies. In Year 5, children are introduced to the physical and emotional changes that occur during puberty. They also consider some changes which they have no control of during puberty, as well as the changes they do have control over. In Year 6, they are taught how babies are made in more detail than has been covered before. They explore the idea of relationships in depth including friendships, parent-child relationship, family relationships and adult sexual relationships. Consent and respect are key ideas for all year groups and are reinforced in Years 5 and 6.
- 6.6 Teachers realise that attitudes to RSE vary widely between families and different religious and cultural beliefs, therefore an understanding that some children are at different stages in their readiness to learn is essential. However, ground rules are established during these lessons, for example:
- listen to one another carefully;
 - treat each other with respect;
 - don't ask personal questions;
 - respect confidentiality, so that all children feel as comfortable as possible.
- 6.7 Distancing techniques such as anonymous questions, case studies and 'problem pages' encourage discussion, yet avoid personalising issues, so that children feel more at ease with the subjects taught. Teachers use their professional judgement when a child's question seems inappropriate to the age and stage of development. That question may be discussed with the child individually later on, rather than with the whole class; alternatively, if appropriate, the parent may be contacted so that they can discuss the question with their child at home (see 6.9). The idea of the anonymous question box (used at the end of a lesson) is to give children an opportunity to ask questions that they are too shy to ask in front of others – teachers use this technique to assess the further needs of the class and to build in opportunities for discussion during future lessons.
- 6.8 Teachers at Borough Green encourage pupils to:
- Realise that sexual relationships form a part of long term, loving, adult relationships.

- Recognise the importance of a stable family life and loving relationship as a basis for parenthood.
- Understand the physical and emotional implications of their behaviour.
- Respect how another pupil's faith, culture or family background can affect their attitudes to RSE.

- 6.9 When children ask questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education, teachers and adults will suggest that this is a question for parents. It may be appropriate for the class teacher to speak to parents, outlining the nature of the question their child has asked. If the question raises the possibility of a child being exposed to age-inappropriate material or knowledge, the school's safeguarding policy will be followed.
- 7.0 The teaching of RSE will be supported by the PSHE Subject Leader. Feedback from the children will also be sought and evaluated annually.