

Bollington Cross C.E Primary School

Relationships & Sex Education Policy



Resilient – Resourceful – Reflective - Respectful

Statement of Intent:

At Bollington Cross C.E. Primary school, we strive to ensure that we prepare our young people for the modern world and to be a positive, healthy citizen within society. In order to do this, we teach a curriculum which develops our pupils' skills and knowledge, thus enabling them to become equipped to make the right choices for themselves and learn how to form positive relationships, as part of a family or with other young people and adults. We intend to support our pupils to treat others with respect and be able to identify, whether online or in person, whether they are in turn being treated respectfully. Supporting them to take the right steps if they are not treated respectfully in a friendship or relationship. We intend to ensure that all of our pupils feel valued and recognise the positive contributions they can make to their family, school, community and wider society. Our Relationships and Sex Education Curriculum is supported by our Christian Ethos and also by our school values of developing Resilient, Resourceful, Reflective and Respectful learners. Our parents were consulted before this policy was implemented

Definition

RSE is a curriculum to promote the spiritual, moral, cultural, mental and physical development of children at school and in society and prepares children for the opportunities, responsibilities and experiences of adult life. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

Statutory Requirements

Current regulations and guidance from the Department of Education (DfE) state that, as from September 2020, all primary schools must deliver relationships education.

As a primary school, we are not required to provide sex education but we must teach the elements of sex education contained within the science curriculum. However, the DfE also recommends that primary schools have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils.

Aims

Our aims, in delivering RSE are to:

- help and support all our children, through their physical, emotional and moral development, providing age and emotionally appropriate information which will enable them to make positive and well-informed decisions
- teach all our children to respect themselves and others, without prejudice, and to move with confidence from childhood through adolescence into adulthood
- provide our children with an understanding of the importance of respect, love and care within stable relationships for family life and loving relationships
- educate our children about reproduction, sexuality and sexual health and to foster important life skills, such as critical thinking, decision-making, communication and assertiveness
- ensure that RSE is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities

Objectives

Our objectives are to deliver a scheme of work and provide other learning opportunities and experiences that teach our children:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- about different types of adult relationships, including Lesbian, Bisexual, Gay, and Transgendered, and to discuss these with confidence and respect

Implementation

Our RSE programme will be delivered predominantly within our PSHCE (personal, social, health, citizenship and economic) lessons and through the National Curriculum for Science (2014), but should also be firmly embedded in all areas of the curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and friendships (including caring for others)
- Safe relationships (including online relationships)
- Respecting ourselves and others

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In line with the government guidance, we have implemented a graduated RSE age-appropriate programme (The Christopher Winter Project) to be taught from Foundation Stage (Rec) to Year 6. Lessons are delivered using the planning and resources from this scheme.

We have also implemented the 'No Outsiders' scheme of work by Andrew Moffat, which fits alongside The Christopher Winter Project in teaching the Relationships element of RSE. This scheme of work is delivered using carefully chosen, age-related picture books and 'promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain'. Each class will receive 6 'No Outsiders' lessons and 3 Christopher Winter's lessons per school year as part of our weekly PSHCE lessons. Additional resources/websites approved by the PSHE Association may also be used to further enhance teaching and learning in this area.

Sex education sessions are delivered by the class teacher in mixed gender classes. However, in upper Key Stage Two, there may be occasional single sex lessons according to the need, subject matter and cohort.

Sex education focuses on external body parts and changing bodies. By the end of Key Stage 2, both boys and girls should understand how babies are conceived and born, how their bodies change during puberty, why males' voices break, what menstruation is and how it affects females, when these changes are likely to take place and what issues may cause anxiety, and how they can be dealt with (refer to the Appendix for a breakdown of our Relationships and Sex Education lessons).

The aspects of RSE, which are taught as part of the statutory science curriculum 2014, require children to:

Key Stage 1

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

Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an 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 that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Assessment

Teachers assess the children's work in RSE by:

- . Observing paired, group and class discussions during lessons
- . An initial knowledge assessment prior to teaching
- . Recording what has been learnt after the lesson
- . Discussion with individual pupils

Statutory Duty of the School

The Role of Governors

The governors will support the Headteacher in implementing and monitoring an effective Relationships and Sex Education Curriculum.

The Role of the Headteacher and Teachers

The Headteacher must ensure that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

The Headteacher and teachers have a responsibility to ensure the safety and welfare of pupils. As teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE and Citizenship framework.

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils.

Safeguarding:

Effective RSE may bring about the disclosures of child protection issues, and all staff are aware of the procedures in place for reporting concerns, in line with the school's Safeguarding Policy.

Confidentiality:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. **The Designated Safeguarding Lead** and Headteacher will be informed if any child is believed to be at risk or in danger. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Specific RSE Issues

Informing Parents/Carers

Parents will be invited to attend a whole school workshop annually, which will set out the curriculum aims in RSE and make reference to the objectives for each year group. The picture books that we will be teaching through will also be discussed and made available for parents to look at. Parents will be invited to talk to individual class teachers if they have any further concerns or require any more information.

Withdrawal

The school is committed to working with parents. Under the Education Act (1993) pupils can be withdrawn by their parents from the sex education that is outside the compulsory elements of sex education in the Science National Curriculum. Parents wishing to exercise this right are invited to discuss this right with the Headteacher, who will explore the concerns of the parents and the possibilities of adjusting the programme or approach, and will discuss any impact that withdrawal may have on the child. The Headteacher will talk with parents about the child's negative responses or feelings that may result from exclusion, and the ways in which these can be minimised. Once a child has been withdrawn, he or she cannot take part in sex education until the request for withdrawal has been removed.

Review

This policy will be reviewed annually.