

Brough Primary School



Relationships and sex education policy

Policy Date	March 2023
Policy Review Date	March 2025
Lead Person	Susan Stainton

To be read in conjunction with the PSHE and Behaviour policies.

Introduction

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and pupils from alike, our ethos and approach and commitment to equality both within and outside of the classroom. It will be reviewed every 2 years to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from the Government and the Department for Education, but also remains relevant to the experiences of our pupils.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

Brough Primary School recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that RSE needs to be taught sensitively with due regard to the different needs of individual pupils and that we may need to adapt and change our teaching as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. It is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

At Brough Primary School we acknowledge that all young people deserve the right to honest, open, and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Brough Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The RSE coordinator working with the deputy head teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Implementation - further policy development will be carried out in line with the school's regular two yearly policy review.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is cross curricular in nature and can be seen embedded within our PSHE, SMSC and science curriculum and is set out in **Appendix 1**.

We have decided upon this curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How human beings reproduce by sexual reproduction which results in a baby being conceived.

Delivery of RSE

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. As a school we have a strong belief in the importance of PSHE and RSE and the vital role it plays in helping children to become happy and successful adults. We use a programme of study called SCARF (Safety, Caring, Achievement, Resilience, Friendship).

RSE is taught mainly within the personal, social, health and economic (PSHE) education curriculum. However, RSE is also taught through other subject areas. Biological aspects of RSE are taught within the science curriculum, and RSE will also be covered in Computing lessons – this will include teaching pupils how to be safe online, and about cyberbullying. RSE will also be covered in PE where children learn about healthy lifestyles and the importance of exercise. **(See Appendix 1)**.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. This will take place for both girls and boys in Year 6. Parents will be advised before these sessions take place and will have

the opportunity to view the materials that will be used in the talk.

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

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

Science Curriculum

EYFS children learn about life cycles as well as watching ducklings hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Key Stage 1

Children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is linked to each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance of exercise, eating the right amounts of different food, and hygiene.

Key Stage 2

Children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions,
- To describe the changes that take place as humans grow and develop through life.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on their bodily functions.
- To describe the ways in which nutrients and water are transported within animals, including humans.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

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).

Since RSE 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 that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time that they are dealing with children.

Appendix 2 lists the knowledge and key skills we feel children in our school should know by the end of their time in primary school.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The headteacher, together with the RSE coordinator also ensures that staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity. The headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of this policy.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

The school is well aware that the primary role in children's RSE is taught by parents and carers. We wish to build a positive and supporting relationship with the parents of our children through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE teaching of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, we hope that by working in partnership with parents that they recognise the importance of this aspect of their child's education.
- A register of any pupils who are removed from lessons will be kept and distributed to all the teachers involved.

Parents' right to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We recognise that parents retain the right to request to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

Requests for withdrawal should be put in writing and using the form found in **Appendix 3** of this policy and addressed to the headteacher.

Training

Staff training on the delivery of RSE will be included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and an adapted program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

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

Parental Concerns

Any complaints or concerns about the RSE programme should be made to the class teacher in the first instance. If things are not resolved then parents can contact the Headteacher.

Monitoring arrangements

The delivery of RSE is monitored by S.Stainton (PSHE lead) through:

Learning walks and discussions with the children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 3 Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
To be completed by the school			
Agreed actions from discussion with parents			