



Brampton Village Primary School

Relationships and Sex Education Policy

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1. 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

Our work in RSE is set in the wider context of our school values and ethos:

- › We promote a healthy, safe and caring environment for all pupils and staff.
- › We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- › We promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- › We prepare our pupils to confidently meet the challenges of adult life.
- › We provide sufficient information and support to enable our pupils to make safe choices.
- › Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- › We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- › We create a wider awareness of religious, moral and cultural values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.

2. 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.

However, we are not required to provide sex education but we do need to teach the elements of sex education..

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 Brampton Village Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
2. Parent/stakeholder consultation – parents and any interested parties were asked for their views on the proposed RSE curriculum.
3. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum, with support from Cambridgeshire PSHE Service, 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

Our RSE Curriculum (see appendix 1) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) Our RSE programme is covered by the new statutory status of RSE and Health Education.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- *Designated lessons, circle time and other class-based activities.*
- *Specific Units of Work on RSE are planned into our teaching programme every year from Year 1 to Year 6. (As described in Appendix A) Early years foundation cover elements of RSE with the wider PSHE curriculum.*
- We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

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).

7. Roles and responsibilities

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Subject Leader.
- The PSHE Subject Leader is responsible for reviewing and evaluating RSE at our school. The PSHE Subject Leader will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Subject Leader who will support with planning and activities for colleagues, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE Subject Leader and the Head Teacher.

8. Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE Subject Leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play and videos to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education within the RSE curriculum and wider PSHE curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within the Year 4 and 6 RSE curriculum. (See Appendix 1)

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

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader through:

- > Book Scrutiny
- > Learning walks
- > Monitoring of planning

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

This policy will be reviewed by The PSHE Subject Leader and the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

The Entitlement Curriculum for Relationships and Sex Education

Foundation Stage and Key Stage 1 (Year1/2)

Age 3-5	Science Curriculum	<ul style="list-style-type: none"> find out about and identify some features of living things, objects and events they observe 		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> the ways adults care for children basic hygiene routines, including toileting and washing 	<ul style="list-style-type: none"> dress and undress independently and manage their own personal hygiene describe their own appearance, including body parts 	<ul style="list-style-type: none"> value their body, physical achievements and capabilities 	
	<ul style="list-style-type: none"> have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others some ways of being a good friend 	<ul style="list-style-type: none"> recognise the importance of keeping healthy and those things which contribute to this respond to a range of experiences, showing a range of feelings when appropriate be able to identify when and how to say 'no' and 'stop' 		
Age 5-7	Science Curriculum	<ul style="list-style-type: none"> that animals, including humans, grow and reproduce that humans and animals can produce offspring and these grow into adults 	<ul style="list-style-type: none"> recognize and compare the main external parts of the bodies of humans recognize similarities and differences between themselves and others and treat others with sensitivity 	
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> how some diseases are spread and how to control them about the process of growing from young to old and how people's needs change the names of the main external parts of the body, including agreed names for sexual parts understand they have rights over their own body 	<ul style="list-style-type: none"> recognize their responsibilities and how these have changed follow basic rules for keeping themselves safe and healthy 	<ul style="list-style-type: none"> value their own body and recognise its capabilities and uniqueness how families are special for caring and sharing 	
	<ul style="list-style-type: none"> ways in which they are like and different from others that they have some control over their actions and bodies 	<ul style="list-style-type: none"> identify and be able to talk with someone they trust be aware that their feelings and actions have an impact on others recognize similarities between themselves and their peers 	<ul style="list-style-type: none"> why families are special and how they care for each other 	

Key Stage 2 (Year 3/4/5/6)

Age 7-9	Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include growth and reproduction about the main stages of the human life cycle 		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> name the main external parts of the human body, including scientific names for sexual parts <i>understand that human babies are made when an egg and sperm join together. (Y4 Sex Education)</i> understand the physical differences between males and females understand how their responsibilities will change in the future 	<ul style="list-style-type: none"> carry out regular personal hygiene routines 	<ul style="list-style-type: none"> who has responsibility for their personal hygiene and who will have responsibility in the future the responsibilities parents have for babies perceptions of being 'grown up' 	
<ul style="list-style-type: none"> consider ways they affect and are affected by their special people 	<ul style="list-style-type: none"> be able to listen to and support their friends and manage friendship problems be able to recognize unwanted physical contact and ways of stopping it and getting help 	<ul style="list-style-type: none"> be aware of other people's lifestyles and beliefs personal responsibility for personal safety and behaviour 		
Age 9-11	Science Curriculum	<ul style="list-style-type: none"> that the life processes common to humans and other animals include growth and reproduction about the main stages of the human life cycle 		
		Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread about the physical changes that take place at puberty, why they happen and how to manage them understand that physical changes take place at different rates for different people <i>know the facts of the human lifecycle, including sexual intercourse (Y6 Sex Education)</i> 	<ul style="list-style-type: none"> recognize their changing emotions with friends and family and be able to express their feelings positively recognize and challenge stereotypes, for example in relation to gender recognize the pressure of unwanted physical contact, and know ways of resisting it 	<ul style="list-style-type: none"> the diversity of lifestyles others' points of view, including their parents' or carers the need for trust and love in established relationships. about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together 	
<ul style="list-style-type: none"> the many relationships in which they are involved where individual families and groups can find help about keeping themselves safe when involved with risky activities understand how self-confidence and assertiveness can help them keep themselves safe what makes a healthy lifestyle, what affects mental health and how to make informed choices 	<ul style="list-style-type: none"> respect other people's viewpoints and beliefs identify adults they can trust and who they can ask for help be self-confident in a wide range of new situations, such as seeking new friends see things from other people's viewpoints, for example their parents and their carers listen to, support their friends and manage friendship problems 	<ul style="list-style-type: none"> why being different can provoke bullying and why this is unacceptable when it is appropriate to take a risk and when to say no and seek help the diversity of values and customs in the school and in the community value themselves and identify positive things about themselves 		

Appendix 2: By the end of primary school pupils should know:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

DFE: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

Appendix 3: Parent form: withdrawal from sex education within Year 4/6 RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason 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	