

Relationships and Sex Education Policy (RSE)

Broomfield Primary School



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Signed _____ Headteacher

_____ Governor

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What is Relationship and Sex Education?

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Statutory Requirements

From September 2020, all primary schools must deliver Relationship Education. Parents and carers do not have the right to withdraw their child from statutory lessons on Relationships or Health Education or the Science Curriculum .

In Year 6 children are taught about 'Conception' and their class teacher will lead the sessions. As this topic is not included in the statutory requirements parents and carers have the right to withdraw their child from these lessons. Those considering this option are asked to speak to the class teacher or contact the Headteacher to discuss this.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationship and Sex Education Policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010),

Supplementary Guidance SRE for the 21st century (2014)

Keeping children safe in education – Statutory safeguarding guidance (2016)

Children and Social Work Act (2017)

Other school policies that are relevant to our provision of RSE are:

Behaviour

Anti-Bullying

Child Protection

Equality

Safeguarding

Ethos and values

At Broomfield School we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships and Sex Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender, age, racial equality and diversity and represent the LGBT+ community through our Relationships curriculum.

Key school values supported by RSE include:

- Respect for self and others
- Building positive caring relationships
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Emotional, social and physical aspects of growing up
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. Relationship Education gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

Curriculum Content

Our inclusive curriculum supports the statutory requirements for Key Stage 1 and 2 set out by the DfE. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. The school's Relationships Education curriculum (Appendix 1) takes into account the age, needs and feelings of pupils.

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DfE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

Our programme contains the statutory elements of the Science curriculum (see appendix 2) and also covers 'Conception' in Year 6 which is non-statutory.

iv. Vocabulary

The DfE Guidance for Relationships Education, RSE and Health Education (2019) states that as part of primary Relationships Education children should learn the following as part of the 'Being Safe' area of work:

- **How to report concerns or abuse, and the vocabulary and confidence needed to do so**

It is therefore part of the statutory curriculum for all schools that children learn the names of body parts and how to talk confidently about these to trusted adults. Learning the names for sexual parts is a protective factor.

The following extract from the Sex Education Forum's publication, 'RSE for Primary Aged Children' 2002 describes the importance of using agreed, 'scientific' terms when describing parts of the body:

'Research with children has shown that they are often confused in their understanding of their bodies and how they work. It is important that teachers use correct terms when introducing new topics. Family names or common names (for sexual parts) can be acknowledged, but it is good practice to use words such as ovum and sperm (new terms for new concepts). Early and accurate naming of children's body parts is vital.

If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.

Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves. If they are to develop a positive sense of their bodies as a source of pride and pleasure, sexual as well as reproductive body parts should be part of their vocabulary.'

The consistent use of age-appropriate scientific vocabulary throughout the school contributes to positive body image, open discussion and questioning and the development of strong personal safety skills.

Delivering the Curriculum

Our lessons are delivered by class teachers using quality assured up to date schemes of work from the Cambridgeshire Primary Development Programme.

Some aspects of Relationships Education will also be delivered through assemblies and visitors may be used from time to time to enhance, not replace, our delivery of the curriculum. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our children.

We understand that at times children will benefit from varying methods of delivering the Relationships Education 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,

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Distancing techniques will be employed in our Relationships Education lessons, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the Relationships Education Curriculum meets the needs of all we will:

- not promote one particular lifestyle over another.
- not seek to gain consensus but will accept and celebrate difference.
- encourage respect and discourage abuse and exploitation.
- not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training

- the management of personal care
- clarity about sources of support for pupils

Working with Parents and Carers

We recognise that parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Providing parents with an opportunity to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school website
- Inviting parents to discuss their views and concerns about RSE on an informal basis

Safeguarding

Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

All school staff have completed safeguarding training and, where a question or comment from a child in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

In all instances, teachers will consult with one of the designated safeguarding leads listed below:

- Miss Allison (Head Teacher & DSL)
- Miss Jex (Deputy Head Teacher & DDSL)
- Miss Chapman (SENDCO, Key Stage 1 Lead & DDSL)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Monitoring and Assessment

Self-assessment is an important part of learning in Relationships Education and PSHE.

Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, learning walks, monitoring of planning and children's work and training opportunities.

Policy development

Our Relationship and Sex Education policy has been developed through discussion with the Governor responsible for Relationships Education in school along with Staff, pupils, PSHE coordinator and with the

support of the Head Teacher and advice from the Leicestershire and Rutland Healthy Schools team.

The Policy will be formally reviewed every **two** years. The next review will take place in 2025.

Appendix 1: RSE/PSHE curriculum coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myself and My Relationships	Beginning & Belonging / Family and Friends (Year EYFS, 1,3,5) My Emotions (Year EYFS, 2,4,6)	<ul style="list-style-type: none"> Belonging in the class Likes and dislikes Similarities and differences Setting goals Listening skills Rights Rules and Responsibilities Communication & cooperation Ground Rules Right and wrong Fair and unfair 	<ul style="list-style-type: none"> Feeling safe and happy Belonging in the class /school/ community Ground rules / class charters Doing new things Resilience Asking for help Friendship Truthfulness My family Special people Problem solving in relationships Different points of view Personal space Networks of support 	<ul style="list-style-type: none"> Self awareness Assertiveness Identifying & naming emotions Coping with feelings Likes & dislikes Impulsive behaviour Calming down & relaxing Seeking support 	<ul style="list-style-type: none"> Ground rules / class charters Responsibilities Belonging New situations Meeting new people Resilience Managing feelings Asking for help Networks of support Developing friendships On and offline friendships Emotions in relationships Trustworthiness Special people and networks Compromise Empathy Conflict resolution Personal boundaries 	<ul style="list-style-type: none"> Self-respect Mental wellbeing Communicating emotions Self-care Diverse emotions/ responses Care & respect for others Seeking support Ground Rules / class charters Responsibilities Belonging New experiences Resilience Managing emotions Online sources of support Healthy friendships Trust Loyalty Empathy Compromise Consent Changing networks Family support Influences and pressures Cooperation Networks of support Online communities 	<ul style="list-style-type: none"> Mental health Self-respect & identity Feelings, thoughts, behaviour Recognising strong feelings Loneliness Empathy Networks of support
	Anti-Bullying (All Year Groups)	<ul style="list-style-type: none"> Families Kindness, cooperation & turn taking Friendship Bullying Conflict resolution Telling an adult & asking for help Being assertive Supporting others 	<ul style="list-style-type: none"> Respecting difference Defining bullying Physical, mental and emotional wellbeing Assertiveness Safety circles Telling & asking for help Supporting others Creating an anti-bullying ethos 	<ul style="list-style-type: none"> Falling out Prejudiced based bullying Respect Direct and indirect bullying Cyberbullying Bystanders and followers Being supportive Getting help 	<ul style="list-style-type: none"> Friendship difficulties Defining bullying Bullying relating to race/religion/culture Homophobic, biphobic & transphobic bullying Cyberbullying Physical, mental & emotional wellbeing Peer influence Bystanders/colluders Responsive strategies Assertiveness Equality Act Sources of support 		
Healthy & Safer Lifestyles	<ul style="list-style-type: none"> Assessing risk Personal safety skills Networks of Support Safe and unsafe secrets Safe and unsafe touches Safer play & help when lost Road Safety Safe use of medicines Medicines, pills, injections 	<ul style="list-style-type: none"> Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Recognising unkind behaviour Bodily autonomy Safe, unsafe & unwanted touch Safe and unsafe secrets Online safety 	<ul style="list-style-type: none"> Risky situations Emotions associated with risk Basic personal information Asking for & giving help in an emergency Safety eyes & ears Road safety Travel to & from school Rules for keeping safer Sun safety Water safety Keeping safe from accidents 	<ul style="list-style-type: none"> Identifying and communicating feelings School/classroom rules Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting unkind behaviour Bodily autonomy Personal boundaries Safe, unsafe and unwanted touch Safe and unsafe secrets Online safety 	<ul style="list-style-type: none"> Emotions in risky situations Dealing with pressure in risky situations Reactions to risk Take action in an emergency/ Road safety Fire safety Beach safety Safety near waterways Safety during activities and visits Preventing accidents in familiar settings 	<ul style="list-style-type: none"> Recognising own feelings & considering others Rights and responsibilities Is my fun, fun for everyone? Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting abuse or neglect Bodily autonomy Personal boundaries Safe, unsafe, unwanted touch Safe and unsafe secrets Online safety Protective interruption Assessing risk 	<ul style="list-style-type: none"> Personal responsibility for safety Risk reduction strategies Getting help Sources of support Basic first aid Road safety Sun safety Cycle safety Railway safety Electrical safety Health and safety rules in school Preventing a wider range of accidents

Appendix 2: Statutory content

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- 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

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>