



Relationships and Sex Education Policy

Full copies of our policies and procedures can be found on our website or are available from the office
www.newburland.leics.sch.uk

Adopted by the governing body at the meeting held in September 2020 – see minutes

Due for review every 3 years

Consultation Information: Relationships and Sex Education at Newton Burgoland Primary

Parental feedback indicates that, parents feel that, current practice of leaving the aspects of sex education not included within the science curriculum until year 5 and 6 is too late.

When we consulted pupils in class 4 about they wanted to know before they moved to high school:

- About drugs and how these substances effect your body
- How babies are made
- How to prevent babies from being made
- How to manage difficult relationships

Note we are legally required to teach all aspects of the science curriculum to all learners, parents are not able to withdraw learners from this.

Relationships education must be taught from September 2020 but it is for schools, in consultation with stakeholders, to decide which aspects of sex education should be taught at primary school. The policy below is the result of our consultation.

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 equality, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 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 Newton Burgoland 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:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and teaching plan and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, growing up, choices, 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 in consultation with parents, pupils and staff, taking into account 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

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life. We take 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). We also, reflect 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

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

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE- see below

All teaching 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/non-science] components of RSE

Members of 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 head teacher.

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Adapt this section if your school does not provide any sex education that is in addition to that covered in the science curriculum.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

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.

9. Training

Staff are trained on the delivery of RSE. 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. The school works with health schools Leicestershire to access relevant training.

10. Monitoring arrangements

The delivery of RSE is monitored by the head teacher.

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

This policy will be reviewed by the headteacher and staff team within the rolling programme of policy review. At every review, the policy will be approved by the governing board

Appendix 1 Parent form: withdrawal from Sex Education within 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	

Appendix 2 RSE expectations: By the end of primary school, learners should know:

Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- 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 marriage represents a formal and legally recognized 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

Caring friendships

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources)
- How to name and manage feelings appropriately
- How to manage changes which occur when growing up.

Equalities Education

A range of stories and resources are used to help pupils understand that we are all different and that difference is important and worth celebrating. Pupils will learn about protected characteristics in an age appropriate way as part of their work on respecting difference and relationships different to their own.

Proposed changes for 2020 and beyond. Wording in bold italic is used to show where we are phasing the introduction of sex education across 2 years.

	2020-2022	2022 onwards	DFE/ Ofsted Guidance/ notes
Class 1	<p>My body and Growing Up This unit is designed to support children in learning how to value and appreciate their own and other people’s bodies. Children will learn to recognise and name external parts of the body- <i>children will use doctor words for external non-sexual parts of the body and where a child refers to an external sexual body part using a ‘family name’ the correct term will be echoed back to them but they will not be corrected.</i> They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives</p>	<p>My body and Growing Up This unit is designed to support children in learning how to value and appreciate their own and other people’s bodies. Children will learn to recognise and name external parts of the body <i>including using scientific names for the external sexual parts of the body.</i> They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives</p>	<p>During these activities children may volunteer names for the sexual parts of the body. Many children of this age will have learned colloquial or family names for body parts such as ‘willie’ or ‘minnie’. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names. It is recommended that anatomical words such as ‘penis’, ‘testicles/testes’, ‘vagina/vulva’ are introduced to children as early as possible. The Ofsted 2002 SRE review report recommends that <i>‘pupils know and understand the names of the main external parts of the body, including agreed names for sexual parts and that children should be able to do this by the end of Key Stage 1’</i>. Introducing correct anatomical words early on ensures that all children share a common language for making themselves understood during classroom activities and in situations involving personal safety. <i>‘Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don’t talk about the either, how can they be expected to describe them to an adult if they need to? Lack of knowledge has serious child protection implications.</i></p>

Class 2	<p>In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. (including external sexual body parts) They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'</p>	<p>In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. (including external sexual body parts) They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'</p>	<p>In the first 2 years, we will introduce the doctor words for external sexual body parts in Y2. This will give parents time to prepare for the changes. Vocabulary: penis, nipple, testes, vagina, testicles, vulva, anus</p>
Class 3	<p>This unit of work focuses on basic anatomy, including naming external body parts and the physical differences between males and females. Children will consider the capabilities of their bodies, in order to develop respect for their bodies and themselves. They will also develop their understanding of personal hygiene and learn more about how to prevent the spread of illnesses. The main themes of this unit are: 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease' They will begin to learn about puberty and the changes which will take place. They will learn to challenge stereotypes regarding beauty</p>	<p>This unit of work focuses on basic anatomy, including naming external body parts and the physical differences between males and females. Children will consider the capabilities of their bodies, in order to develop respect for their bodies and themselves. They will also develop their understanding of personal hygiene and learn more about how to prevent the spread of illnesses. The main themes of this unit are: 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease' They will learn about puberty. They will learn to challenge stereo-types regarding beauty</p>	<p>Vocabulary: penis, nipple, testes, vagina, testicles, vulva, anus, scrotum</p>
Class 4	<p>The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love in relationships. They will discuss different kinds of families and family responsibility. They will learn about conception within the unit of work (this is an aspect that is currently taught)</p>	<p>The unit begins with a focus on sexual intercourse as part of the human lifecycle. The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love in relationships. They will discuss different kinds of families and family responsibility.</p>	<p>The scheme we are using suggests that we could also: discuss responsible parenting choices and the use of contraception - to be discussed and agreed by parents</p>