

Bottesford C of E Primary School



Relationship & Sex Education Policy

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Policy Review Date:	2025/26	Headteacher: Emma Barker	Signature:	Date:
Ratified by Governing Body:				
Name:		Signature:		Date:

Section 1 - The Context of our Relationships and Sex Education (RSE) Policy

Our Shared Beliefs about Relationships and Sex Education (RSE)

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in **personal, social and health education (PSHE)**.
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught

- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

Safeguarding and Child Protection Every Child Matters

Healthy School Status Sexual Health Strategies Looked After Children

NSPCC

Children and Young People's Plan

National Service Framework for Children, Young People and Maternity Services

Church of England Publications:

- Valuing All God's Children Report 2017
- Mental Health and Wellbeing Guidance 2018
- Changes to the teaching of Relationships and Sex Education and PSHE 2018

Section 2 - Our Relationships and Sex Education Policy

Introduction

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

- As a Church of England school, we create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.
- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their different backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with 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 children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: PSHE, Safeguarding and Child Protection, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality.

This RSE Policy will be made available to staff on the school website.

This policy is consistent with the Secretary of State's 2000 guidance on SRE and PSHE Association's supplementary SRE guidance as well as the new statutory guidance for Relationships Education, Relationships and Sex Education and Health Education (2019). Our Policy also reflects recommendations from OFSTED and the Sex Education Forum.

Our RSE policy is the responsibility of the governing body and has been developed through discussion with staff and by the PSHE coordinator with the support of the PSHE governor/Headteacher. It has been reviewed by all staff and school governors.

Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children develop loving, caring relationships, respect themselves and others, their views, backgrounds, cultures and experiences based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age- appropriate way
- value, care for and respect their bodies
- access additional advice and support.

Delivering our RSE curriculum

Our Curriculum for RSE (see Appendix A) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

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:

- PSHE through designated lessons and focused theme days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our Collective Worship programme, visits from the Life

Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme every year across the school as described in our PSHE Programme. Specific content on Puberty will be taught in Year 4 and revisited in Year 5 and 6.

Responsibilities for Curriculum Delivery and Policy Implementation

- 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 coordinator.
- The PSHE coordinator is responsible for reviewing and evaluating RSE at our school. The PSHE coordinator 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 coordinator who will, with support, oversee the use of planning, collate assessments, 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 coordinator and Head Teacher.

Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgmental 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 potentially difficult issues will arise in RSE as children will naturally share information and 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 taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children 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 leader and Head Teacher.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil 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.

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, film clips, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

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 RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will 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.

Resources

We will use the PSHE Association's Programme of Study along with, primarily, the FPA's Yasmine and Tom resource and the resources recommended within it .

We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

Use of visitors to support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE coordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE coordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Staff Training

In order to feel confident in teaching this subject, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors and CPD will be provided as appropriate.

Role of Local Governors

This Policy describes the trustees' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. A link governor for PSHE (including RSE) will be nominated.

Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- a. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- c. We will ask children to reflect on their learning and set goals for future learning.

Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Inviting parents to learn more about resources and activities used in RSE
- c. Parents' views will be into account when it is being reviewed
- d. Informing parents and carers about the RSE programme as their child joins the school through the school brochure /prospectus /website
- e. Providing supportive information about parents' role in RSE
- f. Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website/in the Parents' Policy folder in the school Office.

From September 2021:

- Parents will not be able to withdraw their children from any aspect of

Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum. However, we will follow the guidance which makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'.
- Where pupils are withdrawn from sex education, the process will be documented and we will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE coordinator and parents to inform judgements about effectiveness.

The Policy will be formally reviewed every three years.

Section 3 Sensitive Issues

Puberty

We will teach about puberty in Years 4, 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty, and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 3 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

Contraception, Abortion and Sexually Transmitted Infections and HIV/AIDS

We will not directly teach the above topics, and they are not part of our curriculum but recognise that some primary-aged children may ask direct questions or may reveal knowledge (accurate or inaccurate) about them in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms, and not as whole class teaching and will ensure that our answers reflect the responsible choices adults make.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss

different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes, we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.