



# Relationships and Sex Education Policy

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### **1. Aims**

This policy covers Bush Hill Park primary school's approach to the teaching and learning of Relationships and Sex Education (RSE). The policy was produced by the Curriculum lead in consultation with children, staff and governors. It will be reviewed in March 2022. The policy will be made available to all members of our school's community on our school website and translated copies will be available upon request. The policy should be read alongside the PSHE Policy.

*We teach RSE on the understanding that:*

- It is taught in the context of family life and loving relationships;
- It is part of a wider process of social, personal, spiritual and moral education;
- Children should be taught to have respect for their own bodies;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control.

This policy should be read in conjunction with the Safeguarding and Child Protection policies. We believe and support the following educational aims in respect of RSE through developing positive attitudes, modelling personal and social skills, and providing necessary knowledge:

- To ensure that pupils develop an understanding of how their bodies work and will/ may grow, change and develop
- To encourage a sense of self-esteem in pupils
- To enable pupils to be aware of choices available to them and so to make responsible and informed decisions concerning personal issues

- For pupils to be aware of relationships and emotions, how to react positively to them and how to cope with stressful and unhappy situations
- To enable pupils to value and respect that there are many kinds of diverse relationships
- To value confidentiality, trust, security and respect
- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To teach pupils the importance of respect for other people in the family and in relationships
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

These aims are fulfilled through aspects of our RSE, Science, and PSHE curriculum. Other opportunities may occur in other parts of the curriculum. The school actively co-operates with other agencies.

## **2. Statutory requirements**

As a maintained primary school, it is our duty to provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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](#).

### **3. 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 – a working party pulled together all relevant information including relevant national and local guidance, existing provision and existing policies and curriculum offer in regards to RSE
2. Staff consultation – all school staff were given the opportunity to feedback their thoughts and opinions of RSE generally, our current offer – including how lessons are taught and what effective practice looks like, staff members were then all invited to join our working party.
3. Parent/stakeholder consultation – all parents were invited to feedback their thoughts and opinions of RSE generally, our current offer and our current policy and all parents subsequently were invited to join our working party comprising of school staff, governors and parents.
4. Our RSE working party was formed and met to ensure the provision on offer at Bush Hill Park Primary School conforms to statutory requirements and is reflective of the sensitivities of our local community and provides the best outcomes for pupils.
5. Ratification – once all the relevant amendments were made the policy was submitted to Governors for ratification.

### **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 and acts only to educate.

## **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 governors, 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 where taught in year 6 and outside the scope of compulsory science lessons will focus on:

- Puberty and link to reproduction
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1. The two lessons highlighted within Year 6 are the two lessons that sit outside the compulsory scope of science and PSHE.

## **6. Delivery of RSE**

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

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness and managing conflict
- Seeking help and support when required
- Informed decision-making skills
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Discussion and group work

These skills 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). In the early curriculum for RSE children explore different family types.

## **High Quality Teaching and Learning**

RSE is delivered by the class teachers. High quality teaching and learning and CPD for teachers around the delivery of RSE ensures that teachers are well prepared, tasks are differentiated accordingly, and that the curriculum is made accessible for all.

Children learn about RSE through different aspects of the curriculum. In PSHE children learn about relationships, and we encourage children to discuss issues. Children learn to name the parts of the body, and understand how these work. We explain to the children what will happen to their bodies during puberty as part of the science curriculum. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. The teacher will always use correct biological terminology whilst also allowing children to share colloquial terms.

In Key Stage 1 we teach children about how animals, including humans, move, feed and grow, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other.

In Key Stage 2 we teach about life processes, and the main stages of the human life cycle, in greater depth. Teachers do their best to answer all questions with sensitivity and care, including using an 'ask it basket' for children who wish to remain anonymous. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and about personal hygiene issues.

## **Answering Children's Questions**

As well as the 'ask it basket', which promotes openness about all queries, concerns or suggestions, we believe that questions around sex and relationships should only be invited from the children in the context of work they have been involved in.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school RSE policy / age / stage of development of the pupils, the teacher must either decide to leave those questions to the end and invite children who have not had their questions answered to speak to the teacher on their own and explain that they are only answering questions on a particular topic. In either case the most appropriate action may be for the teacher to suggest that the child asks his / her parents.

Where a child asks a question about sex, out of the context of sex education lessons or a related topic the teacher should speak to the child individually to try to ascertain what has prompted the question e.g. "Why did you want to know that?" The teacher can then respond in one of the ways suggested above.

## **A Values Framework for Sex Education**

Teachers and those involved in the delivery of RSE at Bush Hill Park will adhere to the following values in order that children will be taught RSE within a framework that models and encourages the following:

- A respect for self
- A respect for others
- Non-exploitation in relationships
- Commitment, trust and bonding within relationships
- Mutuality in relationships
- Honesty with self and others
- A development of critical awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in sexual relationships
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation

### **7. Roles and Responsibilities**

#### **The governing board**

The governing board will approve the RSE policy, and hold the Headteacher and staff 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/ non-science] components of RSE.

#### **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/ non-science] 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.

## **Working with parents**

At Bush Hill Park we recognise the importance of the role of parents with regards to RSE and we welcome parental discussion around this. RSE is taught as part of the National Curriculum. We do not teach beyond the statutory requirements of this other than the two lessons outlined in Year 6 and therefore children should not be withdrawn from any sessions. Any queries should be directed in the first instance to the PSHE Co-co-ordinator and Curriculum Lead. In year 6, parents are informed of the upcoming RSE lessons that teach beyond the statutory requirements up to two weeks before they are taught, this provides an opportunity to view the resources that will be used and to ask any questions regarding lesson content.

## **Withdrawal from Sex and Relationships Education**

Parents do not have the right to withdraw their children from relationships education. Parents do however have the right to withdraw their children from the [non-statutory/ non-science] components of RSE which for Bush Hill Park Primary School forms only two lessons in Year 6.

Requests for withdrawal should be put in writing and addressed to the Assistant Headteacher for curriculum. Parents will be invited to meet the PSHE co-ordinator/ Curriculum Lead or Headteacher to discuss concerns and to ensure that there is no misunderstanding as to the nature of the programme at our school.

If parents wish to proceed, a copy of withdrawal requests will be placed in the pupil's educational record. Alternative PSHE related work will be given to pupils who are withdrawn from RSE.

## **Procedure for Advising Parents**

- Children cannot be withdrawn from any RSE that is part of the statutory science curriculum (i.e. human growth and reproduction)
- The school will be unable to avoid the child receiving second hand information from his/her peers or have any control over what a child may search online for outside of school.

## **Monitoring and Evaluation**

The delivery of RSE is monitored by the school curriculum lead and the subject lead through: planning scrutiny's, learning walks, pupil conferencing. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## **Dissemination of this Policy**

This policy will be reviewed annually. At every review, the policy will be approved by the curriculum lead. All staff members and governors will have access to this policy. In addition, copies will be available on our school website and by request through the school office.





Appendix 1: PSHE Curriculum Map

Bush Hill Park PSHE Overview 2020 - 2021

|               | <b>Autumn 1</b><br>Being Me and My World<br>(Recovery Material & Black History Material)   | <b>Autumn 2</b><br>Celebrating Difference<br>(Anti – bullying material)  | <b>Spring 1</b><br>Dreams and Goals<br>(Children’s Mental Health material)  | <b>Spring 2</b><br>Healthy Me   | <b>Summer 1</b><br>Relationships   | <b>Summer 2</b><br>Changing Me and Sex and Relationships<br>(Health & Well- being Week)               |
|---------------|--|--|---|---|--|---|
| <b>Year 1</b> | Special and safe<br>My class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Our learning charter | The same as...<br>Different from...<br>What is bullying?<br>What can we do about bullying?<br>Making new friends<br>Celebrating difference<br>Celebrating me | My treasure chest of success<br>Steps to goals<br>Achieving together<br>Stretchy learning<br>Overcoming obstacles<br>Celebrating my success | Being healthy<br>Healthy choices<br>Clean and healthy<br>Medicine safety<br>Road safety<br>Happy me<br>Healthy me | Families<br>Making friends<br>Greetings<br>People who help us<br>Being my own best friend<br>Celebrating special relationships                             | Keeping clean<br>Growing and changing<br>Families and care<br>Changing Me                             |
| <b>Year 2</b> | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Our learning charter                  | Boys and Girls<br>Why does bullying happen?<br>Standing up for myself and others<br>Making new friends<br>Celebrating difference and still being friends     | Goals to success<br>My learning strengths<br>Learning with others<br>A group challenge<br>Celebrating our success                           | Being healthy<br>Being relaxed<br>Medicine safety<br>Healthy eating<br>Healthy me cafe                            | Families<br>Keeping safe - exploring physical contact<br>Friends and conflict<br>Secrets<br>Trust and appreciation<br>Celebrating my special relationships | Differences – boys and girls<br>Differences – male and female<br>Naming the body parts<br>Changing Me |
| <b>Year 3</b> | Getting to know each other<br>Our nightmare school<br>Our dream school<br>Rewards and consequences<br>Our learning charter       | Families<br>Family conflict<br>Witness and feelings<br>Witness and solutions<br>Words that harm<br>Celebrating difference: compliments                       | My dreams and goals<br>My dreams and ambitions<br>New challenges<br>Celebrating my learning   | Being fit and healthy<br>What do I know about drugs?<br>Being safe<br>My amazing body                             | Family roles and responsibilities<br>Friendship<br>Keeping myself safe<br>Being a global citizen<br>Celebrating my web of relationships                    | Differences – male and female<br>Personal space<br>Family differences<br>Changing Me                  |



Be the best you can be!

Bush Hill Park PSHE Overview 2020 - 2021

|        |  |  |  |   |  |   |
|--------|--|--|--|---|--|---|
| Year 4 | <p>Becoming a class team<br/>Being a school citizen<br/>Rights, responsibilities and democracy<br/>Rewards and consequences<br/>Our learning charter</p> | <p>Judging by appearances<br/>Understanding influences<br/>Understanding bullying<br/>Problem solving<br/>Special me<br/>Celebrating difference: how we look</p> | <p>Hopes and dreams<br/>Broken dreams<br/>Overcoming disappointment<br/>Creating new dreams<br/>Achieving goals<br/>We did it!</p>   | <p>My friends and me<br/>Group dynamics<br/>Smoking<br/>Alcohol<br/>Healthy friendships<br/>Celebrating my inner strength and assertiveness</p> | <p>Relationship web<br/>Love and loss<br/>Memories<br/>Are animals special<br/>Special pets<br/>Celebrating my relationships with humans and animals</p> | <p>Growing and changing<br/>What is puberty<br/>Puberty changes and reproduction<br/>Changing Me</p>  |
| Year 5 | <p>My year ahead<br/>Being me in Britain<br/>Year 5 responsibilities<br/>Rewards and consequences<br/>Our learning charter</p>                           | <p>Different cultures<br/>Racism<br/>Name-calling and rumors<br/>Types of bullying<br/>Does money matter?<br/>Celebrating differences around the world</p>       | <p>When I grow up<br/>Investigate jobs and careers<br/>My dream job and how I will get there<br/>Dreams and goals in other cultures<br/>Supporting each other<br/>Rallying support</p> | <p>Smoking<br/>Alcohol<br/>Emergency aid<br/>Body image<br/>Relationships with food<br/>Healthy me</p>  | <p>Recognising me<br/>Getting on and falling out<br/>Girlfriends and boyfriends<br/>Relationships and technology</p>                                     | <p>Talking about puberty<br/>Male and female changes<br/>Puberty and hygiene<br/>Changing Me</p>  |
| Year 6 | <p>My year ahead<br/>Being a global citizen<br/>Our learning charter</p>   | <p>Am I normal<br/>Understanding disability<br/>Power struggles<br/>Why bully<br/>Celebrating difference</p>   | <p>Personal learning goals<br/>Steps to success<br/>My dream for the world<br/>Helping make a difference<br/>Recognising our achievements</p>  | <p>Food<br/>Drugs<br/>Alcohol<br/>Emergency aid<br/>Emotional and mental health<br/>Managing stress</p>   | <p>My relationship web<br/>Love and loss<br/>Power and control<br/>Being safe with technology</p>  | <p>Puberty and reproduction<br/>Understanding relationships<br/>Conception and pregnancy<br/>Communicating in relationships<br/>Changing Me</p> |

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

| TOPIC                                 | PUPILS SHOULD KNOW  |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| Being safe | <ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul> |