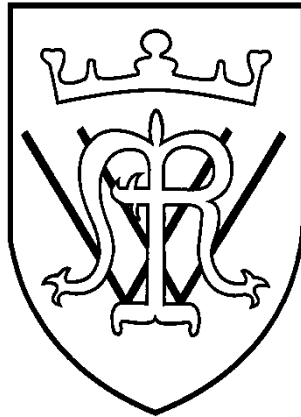


Branton St Wilfrid's CE Primary School



Relationships and Sex Education Policy

Adopted by Governors: October 2023
To be reviewed: October 2024

Achieve, Acquire, Appreciate

Living by our Christian Values
Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,
Perseverance, Justice, Service, Truthfulness

RELATIONSHIPS AND SEX EDUCATION POLICY

Formulation of the Policy

Our Sex and Relationship Education (RSE) Policy has been formulated by all the staff at Branton St. Wilfrid's C E Primary School in consultation with our PSHE subject leader, school nurse, parents, our Healthy Schools Adviser and the Governing Body.

As a maintained primary school, from 2020, we must provide relationship and health education (RS&HE) to all pupils as per Section 34 of the Children and Social Work Act 2017. As we already deliver a comprehensive PSHE programme it has been reviewed and adjusted to meet the Department of Education (DfE) expectations.

Relationship and health education will be taught as part of our PSHE curriculum. As a primary school, we are not required to provide sex education apart from the elements included in the Primary Science Curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons, delivered by a trained health professional.

Intent

At Branton St. Wilfrid's C E Primary School our aim in teaching SRE is to ensure that our children learn to:

- Cope with the physical development of their bodies as they grow into adults;
- Understand about human reproduction;
- Accept their sexuality as a normal part of their personality;
- Understand the importance of family life, but that there are different types of family;
- Respect difference and diversity;
- Develop life skills relevant to relationship behaviours e.g. communication, conflict management, decision -making, assertiveness, responsibility, etc;
- Develop positive relationships, a sense of mutual respect and care for others;
- Deal with fears and anxieties about the process of growing up;
- Understand that they have rights over their own bodies and how to keep themselves safe.
- safeguard pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

Objectives

The objective of Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional, spiritual and moral development within the

caring Christian ethos of our school. A successful programme, firmly embedded in PSHE and Science Curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood. All staff, parents, children and appropriate outside agencies will work in partnership to ensure that the above objective is achieved. We aim to help our children by ensuring that they have entitlement to Sex and Relationships Education within the curriculum as part of the PSHE and Science Curriculum.

In particular, we teach Sex and Relationship Education in the belief that:

- Sex and Relationship Education should be taught within the context of marriage and family life;
- Sex and Relationship Education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have self esteem and respect for their own bodies;
- Children should learn about their responsibilities to others;
- It is important to build positive relationships with others, involving trust and respect.

Implementation

The aims of SRE at Branton St. Wilfrid's C. E. Primary School are fulfilled through aspects of the child's experiences in both the formal and informal curriculum.

Whilst we carry out the main Sex and Relationship Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Sex and Relationship Education through other subject areas (for example, Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Continuity and progression of learning are ensured, as staff follow the PSHE curriculum mapping and related resource materials.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. In some sessions girls and boys may be taught separately, for example, girls learn about menstruation whilst boys learn about how their body changes during puberty. We encourage the children to ask questions and to ask for help if they need it.

In Science lessons in both key stages, teachers inform children about life processes, following the school's Science scheme of work. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, we teach about the life cycles of different animals and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and

how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. Special consideration will be given to the needs of children who develop early, in the form of individual discussion, with the support of parents and the class teacher.

Curriculum Content

The PSHE and RSE Curriculum has three core themes across the school. Each core theme is divided up into two or three topic areas:

Coverage		
Theme:	Unit:	Coverage Timetable:
LIVING IN THE WIDER WORLD	British Values	Autumn Term
	Diversity	Autumn Term
RELATIONSHIPS	Friendships and Bullying	Autumn Term
	Safe Relationships	Spring Term
HEALTH AND WELLBEING	Mental Health	Half Termly – Enrichment Afternoons
	Ourselves, growing and changing Keeping Healthy, Keeping Safe	Summer Term

The RSE curriculum objectives are covered the units; Diversity , Safe Relationships and Ourselves Growing and Changing.

Diversity

During the Diversity Unit pupils will be taught:

- R3. about different types of families including those that may be different to their own
- L12. Protected Characteristics of the Equality act 2010 –sex, gender, LGBT, Marriage and Civil Partnership

Safe Relationships

During the Safe Relationships Unit pupils will be taught:

- R15. how to respond safely to adults they don't know
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary
- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Ourselves, growing and changing – During this Unit pupils will be taught:

- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹

The Role of Parents/Carers

The school is well aware that the primary role in children's Sex and Relationship Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents/carers about the school's Sex and Relationship Education policy, the content of the school's SRE programme and give parents/carers opportunity to view the resources used in class;
- Answer any questions that parents/carers may have about the Sex and Relationship Education of their child;

- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex and Relationship Education in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents/carers are informed of the content of the School's SRE programme and are invited to view the resources used to deliver this programme. Permission is sought from parents/carers prior to the teaching of SRE lessons. The School's Head teacher, PSHE subject leader and class teachers will be available to listen to parents' views and discuss any concerns etc.

Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE.

If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The School always complies with the wishes of parents in this regard.

The Role of other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our Sex and Relationship Education programme.

The Role of the PSHE Subject Leader

The PSHE subject leader oversees the SRE Policy and programme of work. The role involves:

- Supporting all class teachers by ensuring in-service training and support is provided as appropriate;
- Liaising with support agencies and community links, in particular our school nurse;
- Ensuring planning shows continuity, progression, coverage and balance;
- Monitoring the delivery of the SRE programme in classes.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that

members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the School Sex and Relationship Education programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Head Teacher monitors this policy on an annual basis and reports to governors on the effectiveness of the policy.

Confidentiality

Teachers conduct Sex and Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

Disclosures made to a member of staff will be shared with the Head Teacher who is the named member of staff in charge of Child Protection. The Head Teacher will take forward concerns as appropriate, following the procedures set out in our Safeguarding (Child Protection) Policy.

Monitoring and Review

The Governing Body oversees all matters pertaining to safeguarding and monitors our Sex and Relationship Education Policy on an annual basis. The Governing Body gives serious consideration to any comments from parents about the Sex and Relationship Education programme, and makes a record of all such comments.

Links to other Policies

The School's SRE Policy is linked to other appropriate school policies, including Safeguarding (Child Protection), Science, PSHE and Confidentiality.