

Barming Pre-School and Primary School

Part of the Orchard Academy Trust



Relationships and Sex Education Policy

Headteacher: Mr C. Laker

Chair of Governing Body: Rev W. North

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Signature of Chair of Governors:	Rev W. North
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Policy Author: Senior Leader Responsibility for/ Subject Leader Responsible for:	Name: Mrs Catmull/Mrs Hooker Responsible for: PSHE/RSE

Relationship and Sex Education Policy

Introduction

As a primary academy school we must provide relationships education to all pupils as per Section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. This includes the requirement to teach Science which would include the elements of sex education contained in the Science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

At Barming Pre-School and Primary School we teach RSE as set out in this policy. The policy must:

- Define sex and relationship education
- Describe how sex and relationship education is provided and who is responsible for providing it
- Say how sex and relationship education is monitored and evaluated
- Include information about parents' right to withdrawal and consent
- Be reviewed regularly

Definition

The Department for Education defines relationships education as: 'Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults'

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 or suppression of sexual activity.

RSE aims

The aim of RSE is to

- to provide age-appropriate information
- give children opportunities to have sensitive discussions

- encourage feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- prepare pupils for puberty, including reproduction - teaching them the correct vocabulary to describe themselves and their bodies
- to teach the importance of health and hygiene

This should take place with consideration of the varieties of relationships within families

RSE objectives

- to provide the knowledge and information to which all pupils are entitled
- to clarify/reinforce existing knowledge
- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- to provide the confidence to be participating members of society and to value themselves and others
- to help gain access to information and support
- to develop skills for a healthier, safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to respect and care for their bodies
- to be prepared for puberty and adulthood

RSE legal requirements

All schools must teach the following as part of the National Curriculum Science Orders.

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents are informed in advance about the topics and key vocabulary that will be taught in each unit to ensure that they are fully informed before they give their consent

Roles and Responsibilities

- The governing body

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. The full Governing Body will be responsible for approving this policy.

- 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 components of RSE.

- Staff

Staff are responsible for delivering RSE in a sensitive way and modelling positive attitudes to RSE. They will need to monitor progress and respond to the needs of individual pupils, including responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

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Mrs Catmull/Mrs Hooker are the designated teachers with responsibility for coordinating Relationship and Sex Education. Prior to the beginning of the unit, they will monitor the parental consent forms received and inform the class teacher of any outstanding forms that have not been completed. The class teachers will then be responsible for contacting these parents to prompt consent being given.

- Pupils

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

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

These areas of learning 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). Teaching will also be mindful that some children may have a different structure of support around them. For example, looked after children or young carers.

These aims and objectives link to our school values:

Respect, Responsibility, Wisdom and Courage

Pupils from Year One to Year Six will receive lessons from the **Kapow** scheme of work for PSHE and RSE. The key areas within this scheme relating to RSE are as follows:

- valuing families and different family situations
- developing safe and respectful friendships and relationships
- health and wellbeing
- safety and the changing body
- identity (Year 6 only)

National Curriculum Science

Foundation Stage (EYFS)

Children learn about the concept of male and female, and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Through discussion, children reflect on family relationships and different family groups.

Key Stage 1

Children learn

- that animals including humans, move, feed, grow, use their senses, and reproduce
- to recognise and compare the main external parts of the human body (nonsexual)
- that humans and animals can reproduce offspring and these grow into adults
- to recognise similarities and differences between themselves and others

Key Stage 2

Children learn

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

In RE and Citizenship children reflect on family relationships, different family groups and friendships. They learn about the rituals and traditions associated with birth, marriage and death in a range of cultures and religions. They are given opportunities to talk about the emotions that may be involved in these events. They are encouraged to co-operate with others in work and play and to begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety and making good choices and exercise some basic techniques for resisting pressures.

Relationship and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Specific Issues

- **Parental consultation**

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents of Year groups 2,4,5 and 6 have a consent form sent out to them prior to the units on Kapow being taught so that they can express their preferences. These consent forms include a list of the key vocabulary that will be used during the delivery of each unit.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue.

The staff member will immediately inform one of the Designated Safeguarding Leads if an issue is disclosed. A member of staff cannot promise confidentiality if concerns exist.

Links with other school policies and practices

This policy links with several other school policies

- School Behaviour Policy
- Trust Complaints Policy
- Child Protection Policy
- Confidentiality Policy
- Acceptable Use Policies (AUP)
- Searching, Screening and Confiscation Guidance
- Equal Opportunities Policy
- Curriculum Policy

Dealing with difficult questions

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

SEND children

It is imperative that those pupils who have Special Educational Needs & Disabilities (SEND), enjoy full and unrestricted access to the RSE curriculum. Teachers must be flexible and mindful of tailoring content and teaching to meet the needs of all SEND children, regardless of their developmental stage. This may require further work to be undertaken with a pupil/group of pupils; consideration given to differentiation and if necessary, the school should deliver sessions on a one-to-one basis. It is worth noting that children with SEND are more vulnerable to exploitation, bullying and other issues related to their specific need(s)

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher alongside Mrs Catmull and Mrs Hooker.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and changes will be implemented if required. Monitoring will take place via book looks, lesson observations, pupil voice, questionnaires to teachers, sampling planning and feedback from parents.

By the end of Primary School pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 from their family, but that they should respect those differences and know that other children's families are also characterised 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 recognised 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

TOPIC	PUPILS SHOULD KNOW
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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• 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 • 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 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 • 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 are not • 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 • 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 have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
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 is 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 or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources