



RELATIONSHIPS AND SEX EDUCATION POLICY

BOUNDS GREEN SCHOOL

Governors Responsible: Mark Chapman & Anna Volkner

Review Period: Annual

Status: Statutory

Reviewed: September 2021

Next Review Date: September 2022

Governor Signature:



Relationships and Sex Education Policy incorporating PSHE and Health Education



Definition of Relationships, Sex and Health Education

Relationships and Sex Education (RSE) and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

Why is RSE important to our school?

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British Values and ensure all children are ready for their next steps.

At Bounds Green School we see the core of the RSE to be concerned with enabling our children to value themselves and their bodies, foster respect, love and care of others, understanding and valuing participation in stable and loving relationships, including marriage, civil partnership and wider family life, and tolerance of others 'relationship decisions. We also see it as teaching how the human body works, understanding the human life cycle and helping parents to prepare children for physical and emotional changes in their lives. Keeping safe online and making judgements about what is appropriate online behaviour are also skills we see as vital.

Aims

- To work in partnership with parents, governors and staff to develop the knowledge and skills of children and learners in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, and family life, which is developmental and appropriate to the age, and maturity of the child.
- To teach about relationships in relation to the children's experiences and observations of the different families that they come across in our community and world within a shared moral framework that emphasises stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all children to learn in ways that are appropriate to their needs as individuals and as members of the local community

We aim to do this by continuing to:

- Maintain a happy, caring environment in which children feel secure to grow and develop intellectually, socially, emotionally, culturally, spiritually and physically
- Set high standards of achievement and to have high expectations of all children
- Provide a broad and well taught curriculum where children have many wide and varied experiences
- Give children opportunities to develop independence and the responsible attitudes that will enable them to become active and caring members of the community

Legislation

This policy has been written with regard to the Department for Education's guidance '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' published in June 2019. This is statutory guidance issued under [section 80A of the Education Act 2002](#) and [section 403 of the Education Act 1996](#). These regulations are made under [sections 34 and 35 of the Children and Social Work Act 2017](#) and **provide that pupils receiving primary education must be taught Relationships Education and Health Education**. The policy is also influenced by a number of other statutory legislation such as the [Equality Act 2010](#) and [Keeping Children Safe in Education](#), as well as non-statutory guidance.

Policy development, responsibilities, and review

The RSE policy has been redeveloped/reviewed in consultation with parents, pupils, staff and governors. It will be reviewed regularly/every 2-3 years using the processes outlined below. Responsibilities regarding the policy are outlined below:

Governing body

- Nominate RSE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders about the RSE policy
- Implement RSE policy, or effectively delegate to ensure this takes place.
- Monitor compliance to policy
- Work closely with the link governor and RSE lead
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this routinely policy and periodically report to governors

Co-ordinator/ Leader

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report regularly/ periodically to governors
- Provide information to parents on what will be covered and when
- Embed consent, mental well-being and staying safe online into the RSE policy (this will complement the computing curriculum which covers the principles of online safety)
- Work closely with the computing lead to ensure a complementary whole school approach

Review

The policy will be reviewed regularly/ periodically. This review will be informed by children, staff, governors and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website
- Meetings with parents
- Meeting with school staff
- Communications with home such as newsletters or year group targeted letters, where necessary.
- Reports such as annual report to parents and headteacher reports to governing body
- Information displays in the main school entrance.

Content of RSE

As part of our Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below:

Families and people who care for me

Children should know:

- 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.

Caring friendships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- that you can meet nice people online, work, educate, and inform yourself on trusted websites
- 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.
- what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviours online.

Being safe

Pupils should know:

- 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

Sex Education

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include healthy relationships, boundaries, consent, reproduction, pregnancy and child-birth

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. Children are taught:

Year Group	Topic
Nur/Rec Our Lives	1. Our Day 2. Keeping Ourselves Clean 3. Caring friendships 4. Families
1 Growing and Caring for Ourselves	1. Different friends 2. Growing and changing 3. Families and care
2 Differences	1. Differences 2. Male and female animals 3. Naming body parts
3 Valuing differences and keeping safe	1. Body differences 2. Personal space 3. Family differences (no lesson plan on CWP) 4. Help and support
4 Growing Up	1. Changes 2. What is puberty 3. Healthy relationships
5 Puberty	1. Talking about puberty 2. Reproductive system 3. Help and support
6 Puberty, Relationships & Reproduction	1. Puberty and Reproduction 2. Communication & relationships 3. Families, Conception and Pregnancy 4. Online Relationships

(Based on the Christopher Winter Project Programme)

However, where the needs and immediate safeguarding of a particular child, group or Key Stage 2 year group require it, we will discuss these issues to safeguard and inform parents and carers of the steps we have taken.

Parents are able to withdraw their upper KS2 child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves. (see parent section below).

Early Years Foundation Stage - Nursery & Reception (age 3-5)

Within the Early Years Foundation Stage we aim to:

Make clear links between the existing Curriculum Guidance for the Foundation Stage (Dfe,2021) and the expectations set out in the Relationship Education, Relationship and Sex Education (RSE) and Health Education (Dfe,2019)

Provide an appropriate RHE curriculum for young children through a combination of discreet time tabled sessions, such as circle times and key group times, as well as through well-planned continuous provision.

Ensure the individual needs of children are met through careful observation, assessment and intervention by practitioner's, who consistently seek opportunities to support children develop the knowledge and skills enabling them "to make decisions about their well-being, health and relationships and to build their self-efficacy" (Dfe,2019 p.8)

Ensure our provision contributes to securing the outcomes set out in the relevant statutory guidance (Dfe,2019,2021) and complies with duties under the Equality Act (2010) but in addition, seeks to make the most of the unique opportunities offered within the EYFS to work closely with our parents and carers, ensuring the learning environment and resources reflect our families.

Within the Early Years Foundation Stage this will be achieved through:

Sensitive interactions between children and practitioners that promote conversation and reflection.

Well-planned, well-resourced circle-times, groups times and key group sessions supported by effective materials.

Regular review and reflection, focused on the resources and approach to delivering the RHE curriculum, ensuring we challenge stereotypes and reflect the families within our setting including taking account of the faith and religious background of all our children and families.

Effective professional development which provides EYFS practitioners with up to date knowledge about curriculum content and statutory obligations, as well as, providing a context in which to discuss and reflect on practice related to RHE as it relates to the teaching of young children. Provide practitioners with the skills and confidence to engage in, and promote, balanced and respectful debate about issues that may be seen as contentious.

Engaging with families, through our current provision of home visits, Learning Journeys, our optional online assessment tool (Evidence Me) and continuous dialogue, to ensure parents and carers feel actively involved in making contributions to the organisations of the learning environment, curriculum content and assessment in relation to RHE. Examples might include, ensuring families contribute to EYFS displays, completing the EYFS parent-skills register or making on-going observations about their child's developing capabilities e.g. expanding their vocabulary around emotions or capacity to "bounce back" from adversity.

Making full use of existing systems, such as, home visits, transitions programmes, SEND reviews, online and off-line assessment in combination with on-going discussion and dialogue with parents, to ensure we draw effectively on experiences from home so that children feel able to discuss and share the features of healthy relationships, friendships and what factors help them stay safe.

Inclusion

RSE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Act requires schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE in our school is that we may need to provide additional learning opportunities for children with additional needs or vulnerabilities.

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the RSE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA or Learning Mentor and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSE– this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

Diverse families

In our provision of RSE, we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on, under British Law. We recognise that under informal and international religious laws, other family arrangements exist, which children may be aware of. Where relevant, this will be discussed sensitively. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Equality and Identity

We actively challenge stereotypes around disability, race, sex (sexual orientation) and language through RSE, Personal Social Health education (PSHE) and our wider curriculum and school ethos. Our aim is for pupils to be respectful of everyone's identity and recognise the equality of all.

Delivery

In line with national recommendations, RSE at Bounds Green is delivered through PSHE, and Science Curriculum. RSE is taught to each year group, starting in EYS

The planning and delivery of the programme is undertaken by the RSE Lead and the RSE Working Party. All teachers will deliver RSE/PSHE in a safe, honest, accepting, balanced and non-judgemental, age-appropriate way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within RSE sessions.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSE/PSHE that best meets the intended learning outcomes for each year group. Each year group's cohort varies, so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable. Currently, we use CWP Resources to teach RSE.

Periodic training will be organised for all school staff and particularly teachers so that they are kept up to date with new information and guidelines concerning RSE, PSHE and related issues.

Answering questions

During both formal and informal RSE/PSHE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. However, it is our policy to inform parents ourselves about the sensitive matters as the child can easily forget or not want to ask the same question at home.

We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Assessment

As with all curriculum areas there will be assessment in RSE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning on an ongoing basis. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

Confidentiality and safeguarding

Due to the content of RSE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that teaching staff will respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

Partnership with parents

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this, we will:

- Inform parents about the school's RSE policy and practice, eg. Online via the school's website;
- Before sex education lessons are taught (two weeks in advance), the class teacher will send a letter/email home to inform parents/carers of what is about to be taught.
- provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

Parents are encouraged to talk with their child about the RSE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme, we ask that they speak with their child's class teacher in the first instance.

Right to withdraw from sex education:

We believe that all of the content within RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means

that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Pupils that are withdrawn will be given appropriate work to complete, in another classroom.

Sex Education is the ONLY part of the RSE curriculum that parents can withdraw their children from. Sex Education is NOT taught in Early Years therefore children do not need to/ cannot be withdrawn from lessons in EYFS, KS1 and lower KS2

Complaints

If you have a complaint about the RSE policy or provision please follow the school's existing complaints procedure which can be found on our website.

Policy links

Anti-bullying policy
Equality policy
Safeguarding policy
PSHE policy (this policy is to be reviewed and updated)
Science Policy
Behaviour Policy
Online Safety Policy