BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Approved: September 2020
Review Date: September 2022
Ratified: 5/10/20

Signed……..Chair of Governors

Doing all the good that we can

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

These are then underpinned by our learning values.

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.

'Start children off on the way they should go, and even when they are old they will not turn from it'

Proverbs 22:6

Rationale and ethos

This policy covers our school's approach to teaching the pupils at Boughton-under-Blean and Dunkirk Methodist Primary School about Relationship and Sex Education. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Legislation (statutory regulations and guidance)

From September 2020 Relationships Education will become compulsory in all primary schools in England. Health Education (of which puberty education is a key component) will become compulsory in all state-funded schools. Although sex education in primary schools will not be compulsory, the DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching Reproduction as part of the National Curriculum in Science.

Documents that inform the school's RSE policy include:
o Education Act (1996)
o Learning and Skills Act (2000)
o Education and Inspections Act (2006)
o Equality Act (2010),
o Supplementary Guidance SRE for the 21st century (2014)
o Keeping children safe in education – Statutory safeguarding guidance (2019)
o Children and Social Work Act (2017)

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

What is Relationships Education?

The focus for relationships education in Boughton-under-Blean & Dunkirk Methodist Primary School is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other

children and with adults. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. It also teaches children how to recognise and to report abuse, including emotional, physical and sexual abuse.
By the end of KS2 all pupils will have had the opportunity to learn about families and the people that care for them, caring friendships, respectful relationships, online relationships and being safe. The school will work towards these aims in partnership with parents.

Specific guidance relating to the content of Relationships Education can be read below.

Families and people who care for me

Pupils 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

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 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

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, for example family, school or other sources

Relationships Education is not a distinct subject or taught in isolation. It is interwoven into our PSHE teaching and learning throughout all year groups and throughout the school year. Our school's long term plan for the PSHE curriculum is available to view on our school website or on request from the school office. We have chosen, after careful research, to use the PSHE Association's scheme of work. We have chosen to use a question-based approach to PSHE as this is a similar approach to teaching and learning across all of our different subject areas.

There is no **right to withdraw** from Relationships Education at **primary** school as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

What is Sex Education?

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools already choose to teach some aspects of sex education and will continue to do so.

At Boughton-under-Blean and Dunkirk Methodist Primary School we aim:

- To ensure that pupils are prepared for puberty;
- To develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- Respect for their bodies and the importance of sexual activity being within a committed, long term and loving relationship
- For pupils to be able to name parts of the body and describe how their bodies work
- Sexual abuse/exploitation and where they can seek advice if they are worried about any sexual matters.

The school will work towards these aims in partnership with parents. Sex Education is not about the promotion of sexual activity.

When will Sex Education be taught?

The majority of Sex Education is taught to children in Year 4, 5 and 6; although other PSHE issues are covered in the previous years to fully equip children with the skills and attitudes necessary for them to benefit effectively from sex education. Much of this is completed through our Science curriculum and does not extend beyond the expectations for the National Curriculum for Science. We feel that these lessons contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

How will Sex Education be taught?

Most of the teaching of sex education will be done by the class teacher, as s/he will have established a working relationship with the class. Our Family Liaison Officer, Laura Jakob, is often involved with the teaching of this.

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.

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.
Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Pupils will be able to raise questions anonymously by placing questions into the 'Ask it' box.
Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils" questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.
All staff will receive regular training about how to handle children's questions. This includes:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

What is taught in Sex Education lessons?

Early Years Foundation Stage and Key Stage 1

Children learn about the concept of male and female and about young animals. Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6. Children are taught about the physical, emotional and social changes at puberty including menstruation, which include personal hygiene. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

Parents and Sex Education

We appreciate the sensitivity and concerns some parents may feel towards Sex Education and, therefore, we invite parents to borrow the materials we use in the school. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's RSE policy and practice;
- Answer any questions that parents/carers may have about RSE of their child;
- Take seriously any issues that parents/ carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Encourage parents/carers to be involved in reviewing the School's Policy and making modifications as necessary;
- Inform parents/carers about the key messages that parents/carers give to children at home.

Parents/carers have the right to withdraw their child from that part of the Sex Education programme that is delivered through PSHE (though not from those elements taught through Science). We do not teach concepts beyond those that are outlined above and therefore do not teach beyond the National Curriculum for Science.
Parents/carers who wish to withdraw their children from this aspect of RSE should discuss this with the Headteacher.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

Confidentiality

Teachers conduct Relationships and Sex Education lessons in a sensitive manner and with consideration for the need for confidentiality, but should a member of staff believe that the child is at risk or in danger, she/he talks to the Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSLs.

Monitoring and review

Governors require the Headteacher to keep a written record of the content and delivery of the Relationships and Sex Education programme that is taught at Boughton and Dunkirk Primary School. The Relationships and Sex Education curriculum and its delivery is monitored by the PSHE lead who will ensure that each year group is adhering to the RSE policy and that there is full coverage of all prescribed topics. Drop-ins and pupil voice will form part of the monitoring process. Elements of the sex education in the Science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of AFL (Assessment for Learning) activities. The RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.