

Bond Primary School

Relationships and Sex Education Policy (2020)



Approved by:	Miss Bennett	Date: February 2021
Last reviewed on:	February 2021	
Next review due by:	February 2022	

1. Ethos and Aims

We believe that every pupil at Bond should be entitled to high quality Relationships and Sex Education (RSE). Children and young people today will grow up in an increasingly complex world. Through RSE we aim to equip our young people with the skills and knowledge to be safe, healthy and happy now and in their future lives, both online and off. Through high quality RSE pupils learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The aims of Relationships and Sex Education (RSE) at Bond are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

This policy was written to comply with our statutory obligation to deliver Relationship Education under sections 34 & 35 of the Children and Social Work Act 2017 and with regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. The policy complies with the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2020).

3. Policy development

We believe that the successful teaching of RSE involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the RSE of their children through further discussions at home that have taken place in school. Our policy has been developed through consulting parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation – parents were invited to contribute by taking part in an online questionnaire
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

Relationships Education equips our young people with the skills they need to build happy and healthy relationships, recognise positive relationships and to respect different types of relationships and family structures.

We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- explore and value their personal identity and the identities of others

- explore a range of family structures, including LGBT+ families and other family structures
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens

Sex Education teaches and prepares our young people for the physical and emotional changes of adolescence - as many pupils experience puberty before reaching secondary school - and how a baby is conceived and born.

Many aspects of sex education are already delivered through the curriculum for science where children learn about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. Under the statutory Health Education curriculum children must learn about puberty and menstruation.

We believe that sex education should allow children a safe space to ask the questions that they may have without shame or judgement. RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary.

At Bond Primary School, our relationships and sex education curriculum is an integral part of the whole school PSHE provision. Our RSE curriculum has been designed in consultation with parents/carers, pupils and staff, taking into account the age, needs and feelings of pupils.

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

Primary sex education will focus on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings
- How a baby is conceived and born.

An overview of the learning in each year group can be found in Appendices 1 and 2.

6. 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).

Carefully selected, high quality resources, such as books and film clips, will be used to support our RSE provision and will be regularly reviewed by the school's Leadership Team and made available for parents to view on request.

We will ensure a safe learning environment during RSE lessons. Before any such lessons, teachers and pupils agree ground rules to be followed during discussions. Distancing techniques (such as an Ask-it-basket or Conscious Alley) are used to depersonalise situations or discussions and to allow pupils to reflect on their feelings and express themselves safely.

Relationships education is taught within the context of modern British 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).

An overview of the learning in each year group can be found in Appendices 1 and 2.

6.1 Pupil Questions

Relationships Education explores a range of issues that may provoke questions from pupils. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Head Teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Miss Bennett

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive and age-appropriate way
- › Modelling positive attitudes to RSE and ensuring lesson content and materials reflect the diversity of modern Britain
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education.
- › Reporting any safe guarding concerns which arise to a DSL in a timely way
- › Challenging and reporting sexism, racism, homophobia or transphobia

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 Head Teacher.

7.4 Pupils

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

8. Parents'/carers' right to withdraw

Parents/carers do not have the right to withdraw their children from Relationships Education.

Parents/carers have the right to withdraw their children from the non-statutory components of Sex Education within RSE.

Parents/carers do not have the right to withdraw their children from the Science Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

10. Safeguarding

Relationships Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education. Relationships Education helps children to understand the difference between healthy and abusive relationships and understand how to get help if they are experiencing, or have experienced, abuse. We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences.

In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

11. Training

Staff are briefed on the delivery of RSE Policy as part of their induction and it is included in our continuing professional development calendar. The PSHE Subject Leader attends regular Network Meetings and training from the PSHE Association, and feeds back relevant information to staff.

The Head Teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – Sex education strand.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1		
Year 2		<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p>
Year 3		H26. that for some people gender identity does not correspond with their biological sex
Year 4		H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
Year 5	Summer	<p>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, erections and wet dreams)</p> <ul style="list-style-type: none"> - This is also part of the statutory Science Curriculum. <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6		<p>H32. that sexual intercourse does not always result in a baby and basic information about common forms of contraception (for example, condoms, the contraceptive pill and abstinence) and how these can prevent a baby being made.</p> <p>basic information about common sexually transmitted diseases? Usually HIV/AIDS?</p> <p>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 for</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>

Appendix 2: By the end of primary school pupils should know (DfE 2020)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Parent form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	