



Brinsley Primary and Nursery School

*Learn today, be a star of tomorrow*

School Policy for

# Relationships and Sex Education (RSE)

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## Mission Statement

At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!

### Introduction

At Brinsley Primary and Nursery School, we aim to provide a caring and diverse environment where all adults and children respect each other so we can all achieve our full potential. We aim to provide a safe, caring and friendly environment for all our pupils to ensure that they are able to learn effectively, improve their life chances and help them maximise their potential. We believe that all children should be nurtured through spiritual, emotional, moral, cultural, intellectual and physical development.

## Sex and Relationship Education (RSE) Policy

### Policy Statement

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DFE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children.

Other related policies and documents include the Anti-Bullying Policy, Drug Education Policy, Child Protection Policy, Special Educational Needs, British Values Policy, Science Policy and the Equality Policy.

We will follow the DFE's guidance within the March 2017 policy statement: **RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**, in which it states 'We will ensure our work results in a clear understanding about the full set of knowledge and life skills that Relationships Education, RSE and PSHE should provide for young people to support them to be safe, healthy, happy and successful.' Changes will be implemented when required after the government's consultation process has been completed.

## **A summary of the forthcoming statutory changes**

The new guidance will support schools in how to approach teaching these subjects and set out the core pillars the subjects should cover pending review work from September 2019.

### **The requirements on schools**

The subjects will be made part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education). Pending the outcome of review work, all primary and secondary schools may be required to provide PSHE or elements of it.

The subjects will be carefully designed to safeguard and support pupils and are deliverable for schools. Nevertheless, the DFE are clear on the themes and issues they should cover, in an age-appropriate way, to achieve this. Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online**; and
- factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the context of relationships.

The review work (see below) will determine what statutory PSHE could look like in the context of statutory Relationships and RSE, and will also consider age-appropriate content and guidance. We would expect this to cover broad pillars of:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;

The DFE have committed to a retain parents' **right to withdraw** their child from sex education within RSE (other than sex education in the National Curriculum as part of science), as currently, but not from relationships education at primary. This is because parents should have the right to teach this themselves in a way which is consistent with their values.

The DFE are also committed to ensuring that the education provided to pupils in Relationships Education and RSE is **appropriate to the age of pupils and their religious background**. The Secretary of State will give guidance to schools on how to deliver this.

### **Aims and Objectives**

Relationships and Sex Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents will be fully informed of policy and practice.

### **RSE will focus on:**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles.
- Physical development.
- Emotions, relationships and reproduction.

### **1. Purpose of the RSE policy**

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RSE.

### **Curriculum Content**

#### ***Where is RSE taught?***

RSE will be taught through a planned programme in PSHE as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics such as Ourselves, Growing and Living Things, at a level appropriate to the needs and maturity of the pupils.

In **Key Stage 1**, the focus will be on children being able to understand the importance of:

- Self esteem.
- The concept of growth and change.
- Showing respect.
- Relationships – family, friends; understanding others and respecting difference
- Feelings.
- Knowing the correct names for the external parts of the body, including sexual parts.
- Personal hygiene.
- Knowing places that are safe and where to go for help.
- Making safe choices – saying no, when to keep a secret, when to tell.
- Knowing that we have rights over our own bodies.

In **Key Stage 2**

- Life changes.
- Self esteem.
- Respect for their own and others bodies.
- Recognising risk/making safe choices – who has access to their bodies?
- Resisting unwanted peer pressure.
- The influence of the media.
- How to access help.
- Feelings and emotional change (linked to puberty).
- Bullying.
- Relationships (family, friends, love, marriage).
- Understanding differences.
- Preparation for sexual maturity and the process of conception and birth.
- How changes at puberty affect bodily hygiene.

**In key stage 1** pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

**In key stage 2** pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Agencies such as the school nurse and other visiting speaker's e.g. new mothers and their babies may be invited to input into the programme.

**Foundation Stage**

- The children will learn how they have changed physically since they were very small and how they will continue to grow and change all their lives. They will learn about the different parts of their bodies including their different functions.

- The children will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise their personal needs and the adults who are responsible for looking after them. They will develop responsible and caring attitudes towards living things and the environment at home and at school.

Activities will develop children's interpersonal skills, including sharing, taking turns, helping others and communicating in groups and with individuals. The children will learn some ways of being a good friend and when it is necessary to say 'sorry'.

### **Key Stage 1**

Pupils learn to recognise similarities and differences between themselves and others. Identify and share their feelings with each other. Recognise safe and unsafe situations and can identify and be able to talk to someone they trust.

By the end of **Key Stage 1**, pupils should have learned:

- Basic communication skills – listening and talking with others.
- To recognise and name a range of emotions.
- To explain a range of ideas and feelings.
- To recognise an unsafe situation.
- To talk with a trusted adult and ask for help.

### **Key Stage 2**

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.

Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

By the end of **Key Stage 2**, pupils should be able to:

- Listen to others and to explain themselves.
- Explore and discuss, describe and express emotions.
- Recognise abuse and ask for help.
- Manage the physical and emotional changes of puberty.

They will also know and understand the physical and emotional changes of puberty, the importance of family relationships for the support of children.

### **Organisation**

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE), Science and Citizenship.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;

All visitors are supervised/supported by a member of staff at all times;

Elements of the sex education in the science curriculum are assessed formally.

Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme.

## **Specific Issues within RSE**

### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the Relationships and Sex education provided at school except for those parts which are statutory in the National Curriculum. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection lead who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Child Protection**

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

### **Sexual Identity and Sexual Orientation**

Brinsley Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

### **Dissemination**

Training is regularly delivered to staff on the policy content. This policy is available for all stakeholders to see on the school's website.

**Many thanks to everyone who contributed to this policy:**

**Ofsted ('School Inspection Handbook')**

**The Primary National Curriculum**

**DFE Policy Statement: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION 2017**

**Sex Education Forum 1999**

**The 1996 Education Act**

**The DfEE Sex and Relationship Education Guidance (2000)**