

# Bramley Vale Primary School



## Relationships and Sex Education Policy

18 November 2019

TLR 116 – 18/19

(to be reviewed every 2yrs)

### Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning, making good progress and being the best they can be.

### Values

We have **7 Bramley Vale values** we will support the children in developing...

1. **Pride** – A strong sense of sense pride in their work, achievements and appearance. To support peers valuing and celebrating their personal achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience. To help spread positivity throughout the school and wider community.
3. **Independence** – Self-confidence and self-belief to achieve their own personal success, both academically and physically.
4. **Resilience** – A developing ability to bounce back after a difficulty and help others to do the same. To recognise the rewards associated with battling through and overcoming tough challenges.
5. **Kindness** – To be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect. To demonstrate sympathy and empathy.
6. **A sense of adventure** – A passion for adventure, an appetite for fun and a willingness to take sensible risks. To broaden their experiences and skills by taking the plunge when new opportunities arise.
7. **Creativity** – A confidence to express their creative flair and personal passions and develop their imagination and resourcefulness.

### Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills.

We want children to have fun, play and laugh.

### Why do we teach Sex and Relationships Education?

The term *relationships and sex education (RSE)* is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfES guidance SRE is:

*'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'*

DfES 'Sex and Relationship Guidance', 2000.

The DfES 'Sex and Relationship Guidance' (2000) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children'*. The school has a key role, in partnership with parents/carers, in providing SRE.

### **Rationale**

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

### **Aims**

Relationships and Sex Education make a significant contribution to the school's legal duties to

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils
- This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils.

At Bramley Vale we deliver age appropriate relationships and sex education as an integrated part of our PSHE teaching, for this we follow the “PSHE Matters” programme by Yvonne Wright. We recognize the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights based approach to relationships and sex education.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

### **What does our RSE Curriculum Include?**

The DfE recognises 5 elements to Relationships Education. These are

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In key stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what’s special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

In Lower Key Stage 2 (age 7-9) pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; that a male and a female are needed to make a baby; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

In Upper Key Stage 3 ( age 9-11) pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships ; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born;

how diseases such as HIV are transmitted and prevented; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes

Key Stage 1

- Identify name draw and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

### **Parental concerns and withdrawal of pupils**

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

### **How is RSE Provided?**

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.

6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

### **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

### **A Safe Learning Environment**

In order for PSHE or RSE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

### **Teaching and Learning Methods**

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills

### **Asking and Answering Questions**

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that a skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

## **Resources**

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

## **Continuity, Progression and Assessment**

Bramley Vale has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE will be delivered through a sequenced planned programme of work, following "PSHE Matters". Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding developed in response to the needs assessment of pupils existing knowledge, experience and understanding.

Pupils' existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems.

### **Personnel and Training**

Mrs Jenkins is the PSHE coordinator who is regularly trained and updated in this fast moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated to. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

### **Monitoring and Evaluation**

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans, and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

### **The Role of the Co-ordinator**

- To keep upto date with government changes.
- Be aware of media influences for children and respond appropriately.
- To take the lead in policy development.
- To support colleagues in planning, implementing and assessing pupil progress in SRE
- To take responsibility for the organisation and maintenance of resources.
- To ensure continuity and progression throughout the school by regular monitoring and evaluation.

- To keep abreast of developments in SRE and disseminate information to colleagues.

### **Policy Review**

This policy is to be reviewed November 2021.

It will be reviewed on a bi-annual basis.

**Review date**.....

**Signed**.....

Chair of Governors

**Date**.....

### **Policy Links**

PSHE

Child Protection

Confidentiality

Science

External Contributors