



BRAMLEY VALE PRIMARY SCHOOL

**Every Child
Every Day**

Relationships and Sex Education (RSE) Policy

Created	Name & Position
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Governor minute number	Approved at Governors on:

Review Date	Name & Position
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Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

Values

We have **7 core key values** we will support the children in developing.

1. **Pride** - A strong sense pride in their abilities, achievements and appearance. To support peers celebrating their abilities and 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.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
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.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, 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.

Introduction

This policy sets out the approach for Relationships and Sex Education in our school. 'The Relationship Sex and Health Education Guidance July 2019 is issued under the Section 80A of the Education Act 2002 and SECTION 403 OF THE Education Act 1996 'DfE.

This policy has been made in conjunction with parents, the teaching RSE lead, the RSE governor, the Head teacher and our school RSE Consultant from the Derbyshire County Council. Before writing this policy, we consulted the parents using a survey to gather their thoughts and opinions about our RSE curriculum and we have used this feedback to ensure we answer all of their questions. We felt it important to consult parents so that they are fully informed and are able to support our delivery of RSE at home and school. We used The Relationship Sex and Health Education Guidance July 2019 (DfE) to inform and shape our policy; listed in the appendix there is a list of other useful documents and guidance.

We will review this policy every three years or if we/the government make any changes to the curriculum. As this is a new policy that has been created, we will share a draft copy with parents and carers before it is submitted to governors for their final approval. This policy will be shared on our school website and emailed out to parents.

Rationale and Ethos

At Bramley Vale Primary school, we define Relationships and Sex Education (RSE) as learning about the **emotional social and physical aspects of growing up, friendships, relationships, human sexuality and sexual health**. It should equip children with the **fundamental building blocks of information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing (DfE, 2019)**.

As part of our RSE Curriculum, we will teach the statutory requirements and include the non-statutory elements so that we have a sex education programme that is **tailored to the age and the physical and emotional maturity of the pupils**. It will ensure that boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle -how a baby is conceived and born. From our consultation with parents, we felt that it was essential to the children's development that we prepare them for the next stage of their life. Parents are concerned about the pressure/misinformation that is shared through peers and social media platforms and trusted the school to make the right decisions around the RSE curriculum.

At Bramley Vale, our school aim underpins our RSE curriculum to ensure we provide a safe, engaging learning environment. Within RSE, the children will develop their kindness,

independence, problem solving skills and resilience and this is promoted through our school values.

The aims, objectives and the intent of our RSE Curriculum:

- We believe children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- The content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- The new subject content will give them knowledge and capability to take care of themselves and receive support if problems.
- We will support children in distinguishing between different types of online content and making well founded decisions when encountering topics, issues and conflicting information online.

RSE Curriculum

We follow the PSHE Matters curriculum which is published by Derbyshire County Council and our RSE curriculum is embedded within this content and delivered to the appropriate year groups. This covers the statutory requirements for RSE.

The PSHE Matters Scheme Overview

The RSE curriculum runs through the PSHE Matters scheme with our other PSHE objectives. The only specific sections will be 'Growing up' and 'Relationships' although objectives overlap and appear in other units also. The lists below are not exhaustive, but outline some key objectives which fall into the RSE curriculum.

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 term 6, the teaching is split for year 5 and 6, with the year 6's receiving Sex education and how a baby is born. The 'PSHE Matters' framework and is implemented on a two-year cycle 1 and cycle 2. This is to ensure we cover all aspects of the broad curriculum. Where the children don't cover changes and growing up in Y5 and Y6 in cycle 1, we will hold year group days where the whole year group will join up and cover some important aspects of changes and growing up. *

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1	Being Healthy	Relationships	Bullying matters	Being me	Drug education*	Difference and Diversity*
Cycle 2	Being Responsible	Money matters	Being safe	Exploring Emotions	Changes	Growing Up

We recognise that RSE does not come just through the curriculum. In responses to sex related issues all staff will model positive, matter of fact answers in an age appropriate way. We have a spiral, progressive curriculum that begins in Reception (see PSHE policy for Early Years). Staff have also agreed on the vocabulary to be used from Reception through to Year 6 (see Appendix 1).

EYFS

EYFS follow the Personal, Social and Emotional Development under the Early Learning Goals. However, specific objectives are formed into the RSE curriculum to ensure progression through all the year groups. The objectives are predominantly about safeguarding children and ensuring correct hygiene.

Nursery

- Manage the toilet independently and learn about the importance of handwashing
- Recognise both male and female role in caring for babies
- Recognise there are different stages in life.
- Reflect on and appreciate appropriate physical contact with family members
- Learn to play co-operatively and with a partner

Reception

- Reflect on the fact that children enter the world as babies and this is called 'birth'
- Reflect on feelings when a new sibling is born
- Recognise the different stages in life
- Understand that people's needs change as they get older
- Understand that people are part of the cycle of nature
- Identify the people they love and are special to them
- Explore the feelings they experience with special people
- Identify body parts using proper vocabulary including male and female genitalia

- Understand appropriate and inappropriate touch

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 body parts including genitalia
- 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
- different 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
- gender stereotypes and their impact
- feelings and how to cope with them
- what a baby needs
- about privacy, boundaries and secrets
- who to talk to if they feel anxious or unhappy.

In Upper Key Stage 2 (age 9-11)

Pupils learn about:

- the important relationships in their life
- how to show love to others
- the different kinds of families and partnerships (including homosexual and transgender)
- 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 wet dreams. This includes separate girl and boy lessons to provide a safe and comfortable setting for any 'awkward' questions.
- the impact of social media on self-esteem, body image, health and safety and ways to manage this.

All of the RSE objectives are statutory.

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 part of the body is associated with each of the senses
- 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

As part of the RSE curriculum, following on from the science curriculum, year 6 also learn:

- how babies are conceived
- how babies develop and are born.

Children in year 5 and 6 will learn about sexual reproduction in science, where sperm and egg terminology are used. However, parents/carers have a legal right to withdraw their year 6 child(ren) from these dedicated sex lessons ***delivered outside the science curriculum.*** *This is education exclusively to sexual intercourse.*

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. In the event of a request to withdraw we will document this process and ensure a record is kept.

Equal Opportunities / Sensitive Issues

At Bramley Vale we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender

reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. As regards to Lesbian, Gay, Bisexual and Transgender (LGBT), the DfE stipulate that, "we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." This will be integrated into teaching and not taught as a stand-alone lesson.

We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school's approach to RSE will take into account:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

Planning and resources:

Teaching provision

RSE is provided through:

- 1) Different teaching and learning methods are used to ensure pupils' full participation and development of skills.
- 2) A safe learning environment is established in all PSHE lessons including the ground rules encompassing: 1) we will not ask personal questions 2) we have a right to pass if we don't want to comment 3) We agree to join in and make positive contributions 4) We will listen to each other without interruption.
- 3) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- 4) Other curriculum areas for example Drama, English etc.
- 5) Assemblies.
- 6) The provision of appropriate leaflets and other information sources such as visitors.
- 7) Targeted intervention, where appropriate, with vulnerable individuals.
- 8) Delivery in response to incidents.

- 9) Visitors/speakers. If any visitors are brought into school to discuss topics, we ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

A Safe Learning Environment

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

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- 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.
- 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.

Dealing with Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.
- If a question is too explicit, is deemed too old for a pupil to be asking, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.

- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

Roles and Responsibilities

Class teachers will be responsible for delivering RSE. In later years, where sexual intercourse is discussed, professional dialogue will be held between the class teachers and the co-ordinator to determine how best to deliver it for that particular year's cohort. There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff supports the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships education. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate. We have set up a parent lending library so that parents can access any of the materials used in class or additional materials to support their child. We want to work in partnership with the parents so they feel confident to answer and support their child's learning.

SEND:

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. Following professional advice there are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activities in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Monitoring and Evaluation:

The Role of the Co-ordinator

At Bramley Vale, the RSE co-ordinator will:

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- Ensure consistent approaches throughout the school by monitoring teaching and learning
- Discuss issues raised at staff meetings and Inset days
- Where possible, assist staff in the delivery of an area of RSE in which they lack confidence
- Participate in Inset training and subsequent dissemination of relevant information
- Undertake an annual audit of resources and order what is required within the limits of budget
- Undertake an annual enquiry into any areas where staff may have concerns or requests

RSE Governor: Rowena Sales

RSE Lead: Laura Fay

This document will be made available for all parents and staff to read on the school website. Teaching staff will have a copy of the RSE Policy emailed to them.

References and Further reading

The guidance should be read in conjunction with:

Keeping Children Safe in Education (statutory guidance)

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

Equality Act 2010 and schools

SEND code of practice: 0 to 25 years (statutory guidance)

Alternative Provision (statutory guidance)

Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

Sexual violence and sexual harassment between children in schools (advice for schools)

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

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SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

National Citizen Service guidance for schools

Appendix 1:

Nursery / Reception	Y1/2	Y3/4	Yr 5/6
<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Testicles • Appropriate touch 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Nipples • Genitals • Foetus • Anus • Appropriate touch 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Nipples • Genitals • Foetus • Puberty • Pubic hair • Anus • Appropriate touch 	<ul style="list-style-type: none"> • Penis • Vagina • Pregnant • Womb • Testicles • Breasts • Nipples • Genitals • Foetus • Sperm • Egg/Ovum • Ovaries • Urethra • Anus • Ovum • Pubic hair • Period • Masturbation • Hormones • Sexual intercourse • Conception • Semen • Erect • Erection • Semen • Ovulation • Labia • Cervix • Clitoris • Foreskin • Wet dream • Menstruation • Ejaculation

[Appendix 2:](#)

Policy Links- (*cross referenced for consistency*)

Anti-Bullying

Drugs Education

Confidentiality

Equality Policy

PSHE

Safeguarding

Science

Teaching Learning and Assessment