



## **Relationships and Sex Education Policy**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

In teaching Relationships and Sex Education (RSE), we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010 The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At GBP we teach RSE as set out in this policy. This policy has been developed in response to Relationships and Sex Education (RSE) and Health Education published in July 2019, implemented at Great Binfields Primary School (GBP) in September 2020. When reviewing this policy, effective consultation with the school's stakeholders has also taken place, where they have been given space and time for input, to ask questions, share concerns and for our school to decide the best way forward for our pupils.

### **Introduction**

Relationships and Sex Education is part of a lifelong learning promoting the spiritual, moral, social, cultural, mental, physical and sexual development of pupils. It is about the understanding of the importance of stable and loving relationships including respect and love and care for family life through acquiring information, developing skills and forming positive beliefs, values and attitudes. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

**RSE is not about the promotion of sexual activity.** RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Relationships and Sex Education at GBP is focused on pupils being taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Whilst Relationships Education is a compulsory part of the curriculum we feel it is important for children to have a Sex Education too.

### **Pupils with Special Educational Needs**

GBP will ensure that all young people receive relationships and sex education and the school will offer provision appropriate to the particular needs of all students, taking specialist advice from external agencies where necessary. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law, as outlined in DfE guidance.

### **Sex Education**

GBP elects to teach sex education (which goes beyond the existing National Curriculum for Science). Prior to teaching sex education, what we propose to teach and how this will be achieved, will be shared with parents/carers (for example: families with adopted children, SEND). This ensures there is a clear understanding of the content of the curriculum taught in school and when this will take place (see Appendix 1a).

During Years 5 and 6, pupils also receive stand-alone sex education sessions, some of which may be delivered by a trained health professional.

### **Relationships Education**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It is about sharing information, and exploring issues and values.

### **Aims**

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

- Develop an understanding of what friendship is, what family means and who the people are who can support them

- Develop an understanding of respectful relationships and respecting others even if they are different from ourselves
- Provide an understanding of positive emotional and mental wellbeing, including how friendships can support this, as well as the difference between online and offline friendships
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies (see Appendix 1b)
- 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
- Create a positive culture around issues of sexuality and relationships

Relationship and Sex Education at Great Binfields Primary School has three main elements:

### **Principles and Values**

GBP School believes that Relationship and Sex Education (RSE) should:

- Be taught according to the age and understanding of the children
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- Be an entitlement for all young people
- Encourage every pupil to contribute, aiming to support each individual as they grow and learn
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- Encourage pupils to share and respect each other's views
- Generate an atmosphere where questions and discussions on physiological and sexual matters can take place without any stigma or embarrassment

- Recognise that the wider community has much to offer. We therefore aim to work in partnership with health professionals, social workers, peer educators and other mentors or Hampshire Local Authority advisers

### **Attitudes and Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Managing conflict
- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life and partnership/marriage
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about what is considered to be normal behaviour

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages, including how a baby is conceived and born.
- Knowledge and understanding of the changes that adolescence brings for both boys and girls.
- Understanding reproduction, emotions and relationships at appropriate stages.

### **Curriculum: Organisation and content of Relationships and Sex Education**

GBP delivers elements of Relationships and Sex Education through its PSHE programme and Science lessons. The PSHE programme and the Science National

Curriculum is taught in every year group through KS1 and KS2 and within the Early Years Foundation Stage.

Our curriculum is set out as per Appendix 1 however it may need to be adapted as and when necessary in order to meet the needs of specific cohorts.

Relationships Education at GBP takes place within dedicated PSHE lessons, Love of Days and through cross –curricular links with other subject areas. Teachers deliver the PSHE curriculum with support from professionals e.g. school nurse, paediatrician where appropriate and from a specific scheme of learning. Sex Education is taught in Years 5 and 6.

Any RSE lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would inform at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time or referred to our designated safeguarding leads (DSLs) for their opinions. In such cases, this information would be shared with parents if it was appropriate to do so.

These areas of learning are taught within the context of 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).

When planning and teaching RSE, the religious background of pupils will be taken into account so that topics are appropriately handled. This is in line with the Equality Act 2010, paying particular attention to the Public Sector Equality Duty (PSED).

**The Relationships aspect of the curriculum focuses on:**

- Families and people who care for me
- Caring friendships
- Healthy, respectful relationships
- Healthy lifestyles
- Diversity
- Personal identity
- Online relationships

- Being safe

### **The Sex Education aspect of the curriculum focuses on:**

- Conception and reproduction
- Babies – conception to birth
- Preparing boys and girls for the changes that adolescence brings

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

GBP aims to deal sensitively and honestly with subjects of sexual identity and orientation, answer appropriate questions and offer support where it is appropriate to do so in consultation with Hampshire and DfE Guidance as well as working with appropriate external agencies. Young people, whatever their developing sexuality, need to feel that relationships and sex education is relevant to them. Teaching about different types of relationships will be done so in the context of the law and done so through teaching about different types of family, including those with same-sex parents. This policy will ensure that issues are taught in a way that does not subject pupils to discrimination, and in a way which supports a clear understanding of the protected characteristics under the Equalities Act 2010. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

### **Right to withdraw**

If parents have concerns about any content of the Sex Education curriculum, they have a right to withdraw their child from these sessions. There is no right to withdraw from Relationships Education, Health Education or the science curriculum. Along with the DfE, we believe the contents of these subjects – such as family, friendship and safety, including online safety – are valuable to providing a broad and balanced curriculum. Whilst it is the parents right to withdraw their child from some or all of sex education, it is considered good practice for the head teacher to discuss this with parents in order to clarify the nature and purpose of the curriculum, addressing any concerns parents may have before formally requesting their child be withdrawn. Parents must make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should

be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from these lessons.

### **Roles and Responsibilities**

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils' components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way and in an environment that is appropriate for all pupils. This may include a whole-class setting, small groups or 1-to-1 discussions
- Modelling positive attitudes to RSE
- Monitoring progress
- Giving careful consideration to the level of differentiation needed
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- 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 headteacher

### **Pupils**

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

### **Training**

Staff are trained on the delivery of PSHE and RSE as part of their continuing professional development. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

The teaching and learning of RSE is monitored by the Wellbeing Team through: Lesson observations, learning walks, feedback from staff and children.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing body and headteacher.

**Signed** ..... **Head Teacher**

**Signed** ..... **Chair of Governors**

**Date** .....

**Date Policy Formally Approved By Governors:** July 2024

**Review Date:** July 2025

## Appendix 1: Curriculum Map

AGE	TOPIC/THEME DETAILS
<b>Year R Ages 4-5</b>	Growing up: how we have changed since we were babies.
<b>Year 1 Ages 5-6</b>	Boys' and girls' bodies; correct names for body parts.
<b>Year 2 Ages 6-7</b>	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
<b>Year 3 Ages 7-8</b>	How boys' and girls' bodies change as they grow older and how babies grow. Introduction to puberty.
<b>Year 4 Ages 8-9</b>	Recap about puberty and menstruation and how a girls' body changes in order for her to be able to have babies when she is an adult.
<b>Year 5 Ages 9-10</b>	Internal and external reproductive body parts. Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
<b>Year 6 Ages 10-11</b>	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Understanding physical attraction and relationships. Becoming a teenager.

## Appendix 1b

	Changing Me	Additional vocabulary
Early Years	eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg	
Year 1	Tummy, feet, belly button. Nose, penis, head, mouth, fingers, knees, arm, ear, eyes, vulva/vagina, nipples, testicles Male, Female	Changes, Life cycle, Baby, Adulthood, Change, Life cycle, Baby Adult, Grown up, Mature, Change
Year 2	Tummy, feet, belly button. Nose, penis, head, mouth, fingers, knees, arm, ear, eyes, vulva/vulva/vagina, nipples, testicles, boy/male, Girl/female Public Private	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities
Year 3	Uterus, Change, Puberty, Testicles, Penis, Womb, Vulva/vagina	Stereotypes,
Year 4	Penis, Testicles, Vulva/vagina, Womb, Ovaries, Puberty, Menstruation, Periods	Personal, Unique, Characteristics, Parents, Range of emotions Control, Change, Acceptance
Year 5	Fertilise, Reproduction, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary, Vulva/vagina, Womb/Uterus, Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy,	Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Teenager, Milestone, Perceptions, Puberty, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious

**Source:** Jigsaw 'Changing Me' PSHE Programme

All lessons are taught using correct terminology, child-friendly language and diagrams.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Source:** DfE Relationships Education, Relationships and Sex Education (RSE and Healthy Education Statutory guidance