



*Opening up the world for our
children and families*

Relationships and Sex Education (RSE) Policy

Date: November 2021

Ratified: 25th November 2021

Review: November 2023

This Relationships Education Policy should be read in conjunction with our PSHCE Policy.

Policy Statement

Relationship and Sex Education (RSE) is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sex and sexuality. (*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 wellbeing.

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 Relationship and Sex 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 PSHCE policy, Anti-Bullying Policy, Drug Education Policy and the Safeguarding and Child Protection Policy.

Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document will be available on request.

Moral and Values Framework

The RSE programme at Burrowmoor Primary School reflects the school ethos and encourages the following values: Respect for self-respect for others;

Responsibility for their own actions and responsibility for their family, friends, schools and wider community. It aligns with our "Burrowmoor Expectations" which are:

Be Safe Be Ready Be Respectful.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with special educational needs and disabilities (SEND) are given extra support from SEND staff.

Relationships Education in our school

We believe that the Relationships Education element of the RSE programme, is learning about emotional, social and physical aspects of our lives, about our relationships and ourselves. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills narrowto keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision.

Our vision is for every child and their family to have access to as many opportunities and experiences as possible:

Opening up the world for our children and families

We aim to build social and cultural capital for our community to support success and opportunity by delivering an exciting, broad and rich curriculum that prepares them for their lifelong journey

Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, developing as a Healthy School, Taking part in Anti-bullying week and Promoting Healthy Friendships programme, as well as our peer-mentoring programme Burrowmoor Buddies.

Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum, which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes, which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive, personal values and a moral framework that will guide their decisions and behaviour*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop respectful, caring relationships based on mutuality, reciprocity and trust*
- *develop their ability to keep themselves and others safe, physically and emotionally, both on and off line*
- *develop their understanding of a variety of families and how families are central to the wellbeing of children*
- *recognise and avoid coercive and exploitative relationships*
- *explore relationships in ways appropriate to their age and stage of development*
- *value, care for and respect their bodies*
- *build confidence in accessing additional advice and support for themselves and others.*

Implementing Our Policy

Inclusion

In relation to those with SEND, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- *their level of vulnerability to coercion and pressure*
- *their previous experience of negative behaviours in peer or child-adult relationships*
- *their need to learn and demonstrate appropriate behaviour*
- *their need to develop self-esteem and positive body image*
- *the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training*
- *the management of personal care*

Equality

The **Equality Act 2010** has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills, such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- *We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.*
- *We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.*
- *Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.*
- *We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.*
- *We will as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.*
- *In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary children will be taken into account.*
- *We will encourage respect and discourage abusive and exploitative relationships.*
- *We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.*

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- *Diversity and Communities*
- *Family and Friends*
- *Beginning and Belonging*

Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills that underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Some parents/carers and pupils have been consulted directly through surveys; drop ins, sharing sample lesson content.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every two years.

Involving the Whole School Community

Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will engage the pupils in assessment activities to establish their development needs
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

Working with Governors

This policy has been developed with governor/ trust involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors/ trust to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the policy will be available on the school's website and will be reviewed at least every two years.

It is the role of governors/ trust to ensure that:

- *pupils make progress in Relationships Education in line with the expected educational outcomes*
- *the subject is well led, effectively managed and well planned*
- *the quality of provision is subject to regular and effective self-evaluation*
- *teaching is delivered in a way which is accessible to all*
- *clear information is given to parents/carers*
- *the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.*

Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- *Sharing details of our curriculum on our website*
- *Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE*

- *Inviting parents to learn more about the approach used in Relationships Education and RSE*
- *Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school website*
- *Providing supportive information about parents' role in Relationships Education*
- *Inviting parents to discuss their views and concerns about Relationships Education on an informal basis*
- *Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.*

Working with External Agencies and the Wider Community

We believe that those who know our pupils well and are aware of their needs most effectively teach all aspects of Relationships Education. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- *The care and management of pupils is the responsibility of the school at all times.*
- *In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.*
- *The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.*
- *All visitors will be made aware of the content and principles of this Policy, prior to their visit.*
- *All lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.*
- *Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.*
- *Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.*
- *The contributions of visitors will be regularly monitored and evaluated.*

Curriculum Organisation

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- *Families and People who care for me*
- *Caring Friendships*
- *Respectful relationships*
- *Online Relationships*
- *Being Safe*

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver include:

- *Anti-bullying*
- *Diversity and Communities*
- *Family and Friends*
- *Managing Change*

- *My Emotions*
- *Personal Safety*
- *Relationships and Sex Education, Inc. Promoting Healthy Friendships Programme*

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- *PSHCE through designated lessons, circle time, focused events, health weeks*
- *Other curriculum areas, especially Science, English, RE, PE and computing*
- *Enrichment activities, including our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school*

Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- *appropriate use of language*
- *the asking and answering of personal questions*
- *strategies for checking or accessing information*

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use *fiction, puppets, case studies, role-play, videos, theatre in education* to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Single-Sex groups: Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. We will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with them when deciding on grouping arrangements.

Anti-bullying and Friends and Family

Our Aims for Anti-bullying and Friends and Family

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying, Family and Friends, Promoting Healthy Friendships and through our Peer Mentoring Programme (Burrowmoor Buddies), we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships

- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in Anti-bullying week and Peer mediators - Burrowmoor Buddies.

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. all teachers trained in promoting healthy friendships. Our Family and Inclusion worker is also trained in social stories and work on building friendships.

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour, PSHCE, Anti-bullying, on line safety, Mobile phone, anti-slavery and Equality and diversity.

Sex Education

Content

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 (such as their class Teacher, Teaching Assistant or the school's Pupil Support Advisor). All staff are trained in procedures for safeguarding and follow guidelines set out in school with regards to reporting concerns to one of the Child Protection Officers.

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 wellbeing of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. A range of materials is drawn upon to ensure RSE is delivered to all children throughout the school and is tailored to each child's needs and level of understanding.

Organisation

RSE is not delivered in isolation, but firmly embedded in all curriculum areas, including Personal, Social Health, Citizenship and Economic (PSHCE). At Burrowmoor Primary School the main content is delivered in PSHCE lessons. 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.

The Role of Visitors in regards to RSE

Visitors are invited to school because of the particular expertise or contribution they are able to make; All visitors are familiar with and understand the school's RSE policy and work within it;

All input to PSHCE lessons are part of a planned programme. All visitors are supervised or supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning. Burrowmoor Primary School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Specific Issues within RSE – Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the Sex and Relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. 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 the Teacher or member of staff concerned maintains a child's confidentiality. If this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Coordinator 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 Teacher throughout the process will support the child.

Safeguarding and Child Protection

The school has a separate Safeguarding and 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 a different opinion.

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 one of the Child Protection Officers if they are concerned.

Sexual Identity and Sexual Orientation

Burrowmoor 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. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Dissemination

RSE policy is shared with all staff through the school intranet and is available to parents on the school website.

Assessing and Monitoring

The RSE policy is to be reviewed every two years and appropriate amendments to be made where needed. Information from formal and informal assessments, survey results and pupil voice analyses all feed in to the review of the RSE policy to ensure effectiveness and relevance.