



## Relationships and Sex Education Policy

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

At Burpham we aspire to help every child develop as a whole person and we believe that effective RSE can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables young people to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

### Link with other policies

Other related policies and documents include: The SMSC Policy, Anti-Bullying Policy, Drug and Alcohol Education Policy, Child Protection and Safeguarding Policy and the Equalities Policy.

### The Morals and Values Framework

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. The RSE programme at Burpham Primary School reflects the school ethos and demonstrates and encourages the following values:-

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### Aims of Relationships and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- Prepares pupils for puberty
- Gives them an understanding of reproduction and sexual development
- Gives them an understanding of the importance of health and hygiene
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Answer pupils' questions honestly and sensitively – referring the child to parents where appropriate
- Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support
- Help children to understand the consequences of their actions and behave responsibly within relationships

## **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 children with Special Educational Needs are given extra support.

## **Teaching and Learning including Delivery of the Curriculum**

Many relationship aspects are covered through our values curriculum and PSHE programme which helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. Relationships and Sex Education may be taught discretely in Years 5 and 6. However, some biological aspects are covered in Science and PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Linked with R.E., children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

### **Early Years - pupils learn**

- To play co-operatively and take turns;
- To keep healthy and safe;
- To manage their own basic hygiene and personal needs successfully;
- The importance for good health of physical exercise and a healthy diet;
- To show sensitivity to others' needs and feelings;
- To form positive relationships with adults and other children;
- That other children don't always enjoy the same things and to be sensitive to this;
- To recognise similarities and differences between themselves and others and among families;
- To recognise similarities and differences in relation to living things;
- How some things occur and change through their observations of animals and plants.

### **Key Stage 1 – pupils learn**

- How to keep clean and look after themselves;
- How people grow and change, including understanding that babies become children and then adults;
- To understand there are different types of families;
- To identify and be able to talk to someone they trust;
- The concept of male and female and gender stereotypes;
- To identify differences between males and females;
- To explore some of the differences between males and females and to understand how this is part of the lifecycle;
- To describe the physical differences between males and females and name the male and female body parts.

## **Key Stage 2 – pupils learn to**

Years 3 and 4:

- Explore the differences between males and females and to name the body parts;
- Consider touch and personal space, and to know that a person has the right to say what they like and dislike;
- Understand that all families are different and have different family members;
- Identify who to go to for help and support;
- Describe the main stages of the human life cycle;
- Describe the body changes that happen when a child grows up;
- Identify some basic facts about puberty, reproduction and pregnancy.

Years 5 and 6:

- Learn about the physical changes during puberty;
- Explore the emotional and physical changes occurring in puberty;
- Explore the impact of puberty on the body and the importance of physical hygiene;
- Explore ways to get support during puberty;
- Describe how and why the body changes during puberty in preparation for reproduction;
- Talk about puberty and reproduction in confidence;
- To consider reproduction in the context of relationships;
- To explore the process of conception and pregnancy;
- To appreciate what being a parent involves.

### **Organisation**

- RSE is normally delivered by the class teacher in mixed/single gender groups depending on the focus of the lesson
- Resources to be used are: The Christopher Winter Project - Teaching SRE with Confidence in Primary Schools, Channel 4 - The Living and Growing series, and SEAL
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance
- The range of material used is available to parents/carers at any time and an opportunity to discuss resource content is made available each year

### **Assessment and Evaluation**

Elements of the sex education in the Science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of AFL activities.

### **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 included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the class 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. Materials are available to parents/carers who

wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

### **Confidentiality and Child Protection Issues**

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 Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSL. 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.

### **Answering Difficult Questions**

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.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer.

At Burpham we believe 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.

### **Dissemination**

All staff members and governors receive a copy of the RSE policy. Copies of the RSE policy are available from the school office on request from parents and the RSE policy is also available on the school website. The school welcomes feedback from parents and carers.

Written by: Naz Aslam and Karen Marsden

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