



Barnfield Primary School

Primary Relationship and Sex Education Policy (RSE)



**Be the best you can be'
DREAM. BELIEVE. ACHIEVE**

Primary Relationship and Sex Education Policy – SRE			
Written and prepared by: Katrina Vessey			
Review Frequency	Every two years	Review Date	Summer 2022
Ratified by Governors	Summer 2020 Autumn 2020	Website	Yes

Commented [c1]:

Commented [c2]:

Primary Relationship and Sex Education Policy

Barnfield Primary School

Barnfield Primary School is committed to providing a curriculum of equal opportunity to educate the “whole” child, regardless of their ability, ethnicity, gender or social circumstances.

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- SEND Information Report

1.. Key contacts

2.1	Safeguarding Lead:	Lisa Golding
2.2	RSE Lead:	Katrina Vessey
2.3	Lead Governor:	Valji Patel

2. Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with RSE
- 4.4 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 4.5 Clarify the content and manner in which RSE is delivered

3. How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with staff members and leaders.



4. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

- 4.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 4.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

5. Sex Education

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education (refer to point 10.5) we will be delivering two lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons (refer to point 15).

6. Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- To protect themselves and know where to get confidential advice and support
- To adopt a whole school approach to SRE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- To teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as (in older years) about sex and sexuality.

- To equip pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure children are able to name parts of the body and describe how their bodies work.
- To ensure children are prepared for puberty.
- Develop confidence in talking, listening and thinking about feelings and relationships.

7. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities policy.

Relationship and sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

8. Content and Organisation of the Programme

- SRE will be delivered in mixed gender groups by class teachers across the school who will deliver the approved content from the CWP plans.
- Teachers have received training in delivering the scheme.



- Years Reception to Year Five will study SRE in the Summer Term but Year Six will teach SRE in Autumn. This was a more appropriate time as some of the children may be experiencing puberty changes themselves.
- Lessons will be for 1 hour over the course of 3 weeks.
- The teachers will differentiate work within their class so that it is accessible to all pupils, including those with SEND.
- School staff are aware of the CWP guidelines to introduce every SRE lesson with a set of 'ground rules'. These will cover the need for pupils to be respectful, objective (i.e. not to use or discuss personal examples) and sensitive.
- Before the Year 5 and 6 lessons are taught, parents will have the opportunity to see and discuss the content and ask questions. Following this, parents do have the right to withdraw their child from these SRE sessions under section 405 of the Education Act 1996 but not relationships or puberty.
- Before granting such a request it would be good practice to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Also to discuss the possible detrimental effects that withdrawal may have on the child. This could include social and emotional effects of being excluded, as well as the likelihood of the child hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving Primary Education. They also make Health Education compulsory in all schools.

Content:

Our lesson plans will ensure that SRE is taught:

- Using a progressive curriculum – which is relevant and appropriate to age, experience and maturity of pupils.
- Using a scheme of work devised by professionals from The Christopher Winters Project (CWP) and sanctioned by the school staff and governing body (Feb 2014)
- In line with the national curriculum for Science and PSHE.
- In Relationship Education the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.
- In Sex Education the focus is on boundaries and privacy, ensuring young people are taught that they have rights over their own bodies and know how to report concerns or seek advice.
- The CWP also teaches about changes the body goes through in puberty and teaches children scientific terminology which is in line with Science National Curriculum.

Nursery and Reception content:

Knowing what contributes to keeping us healthy and managing our own basic hygiene. Resources sourced from CW scheme.

Year One content:

Knowing what contributes to keeping us healthy and managing our own basic hygiene. Understand that babies become children and then adults. Know the differences between boy and girl babies. Resources sourced from CW scheme.

Year Two content:

To introduce differences between male and female bodies using scientific vocabulary.
Resources sourced from CW scheme.

Year Three content:

To know differences and similarities between males and females and name male and female body parts using scientific vocabulary.
To identify different types of touch that people like or do not like and to understand personal space and talk about ways of dealing with unwanted touch.
To understand there are all sorts of family units.
To know who to go to for help and support. Resources sourced from CW scheme.

Year Four content:

To know about the physical and emotions changes that happen during puberty.
To know puberty is linked to reproduction. Resources sourced from CW scheme.

Year Five content:

To know about the physical and emotions changes that happen during puberty.
To understand male and female puberty changes in more detail.
To explore the impact of puberty on the body and the importance of physical hygiene.
To explore ways to get support during puberty. Resources sourced from CW scheme.

Year 6 content:

Describe how and why the body changes during puberty in preparation for reproduction.
Discuss different types of adult relationships with confidence.
Know what form of touching is appropriate.
Describe the decisions that have to be made before having a baby.
Know some basic facts about pregnancy and conception.
To explore positive and negative ways of communicating in a relationship. Resources sourced from CW scheme.

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

9. Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

10. Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

11. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

12. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

13. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

14. Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions



- Involving pupils in their own learning
- Managing sensitive issues

15. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme and will be invited to a meeting at school in the summer term to view the resources

Up until September 2020 parents have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters. We do our best to find out from them any religious or cultural views they may have which may affect the PSHE they wish to be given to their children, although we would consider carefully any request that compromised our equal opportunities policy.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By inviting parents/carers to a meeting to discuss RSE in the school.

Parents of year 6 children have a right to withdraw their children from the 'sex education' elements of RSE lessons (as outlined in point 7). If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

16. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time.

Pupils will be able to ask questions both during sessions and anonymously on paper.

- Staff will make it clear to pupils that they will only be able to answer questions relevant to the age-appropriate plan that is being delivered.
- Staff will reserve the right to deflect questions that are of a personal nature in line with the ground rules set out at the start of each session.

- Some questions may need to be answered at the discretion of the parent/carer. Some questions may not be able to be answered in school and children will be encouraged to ask an adult at home.

17. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- Andrew Pembroke from Health Education Partnership

18. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery. The overall responsibility for monitoring and evaluating the RSE programme to ensure quality remains with the Governing Body. The Headteacher reports to the Governors through the Curriculum Committee.

Written by: Katrina Vessey July 2020

Role: PSHE Leader

Date Agreed:

Next Review Date

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education \(statutory guidance\) \(2019\)](#)
- [Respectful School Communities: Self Review and Signposting Tool \(a tool to support a whole school approach that promotes respect and discipline\) \(2018\)](#)
- [Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between pupils\) \(2016\)](#)
- [Equality Act 2010 and schools \(2010\)](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\) \(2015\)](#)
- [Alternative Provision \(statutory guidance\) \(2013 – updated 2016\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\) \(2018\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\) \(2017\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\) \(2018\)](#)



- [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) (2014)

Appendix 1

Parent form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 6 booster room.</i>