



BREThERTON ENDOWED CE PRIMARY SCHOOL

Relationship and Sex Education Policy 2020

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Bretherton Endowed Church of England Primary School our relationship education seeks to live out this commandment and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. We believe that each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being. We believe that quality PSHE, including relationship and sex education, gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Aims

The aims of RSE Bretherton Endowed C of E Primary School is to ensure that:

- Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- Covers all ALL aspects of compulsory Relationships and Health Education and is delivered in a sensitive, spiral, age-appropriate curriculum.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.
- To develop independent/ resilient learners who aspire to reach both academic and personal goals; can persevere and recover from challenging circumstances.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Compliance with the Equality Act

Within relationships education schools should comply with the public sector equality duty to ensure that there is not unlawful discrimination against pupils because of their protected characteristics. The guidance states that “schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive actions to build a culture where these are not tolerated” and that “staff have an important role to play in modelling positive behaviours”. In church schools, leaders should be aware of the strength of feeling on matters of human sexuality and be clear that the law both protects the rights of some to hold a religious belief but also protects the rights of others to think and behave differently. Both must not be discriminated against directly or indirectly.

Policy Development and Review

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The PSHE Coordinator and the Headteacher gathered all relevant information including relevant national, diocesan and local guidance.
2. Governors initial consultation- Governors were informed of the changes needed to be made and the steps needed to implement them.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were informed of the proposed changes by letter and also invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every 3 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Teaching and Learning including Delivery of the Curriculum

We teach Relationship and Sex Education both through our PSHE scheme of work and integrated into other subjects (E.G Science) and our values within school. The curriculum for RSE at Bretherton Endowed maps out lesson objectives for each year group. These themes progress as children move through the school. We also teach Relationship and Sex Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Since Relationships and Sex Education incorporates the development of self-esteem and building positive relationships, pupils’ learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is

important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Curriculum

The following statements show what the government requires all children be taught about Relationships, health and puberty by the end of Year 6 and are **statutory**. Whilst not compulsory, the Department 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. At Bretherton we believe it is important to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Therefore this is also incorporated into our scheme of work at a time deemed age appropriate and in full consultation with parents. We will use the Jigsaw scheme of work and other relevant materials to support our teaching and learning. These statements have been carefully planned into our Scheme of work by the RSE coordinator to ensure a graduated, age-appropriate programme of Relationships Education. By the end of Year 6 it is expected that children will know:

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

<p>relationships</p>	<ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. <p>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.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Responsibility

RSE is monitored by the PSHE subject leader through pupil and parent questionnaires, pupil interviews, learning walk-throughs, team teaching and planning/ work scrutinies.

It is delivered in a variety of ways, including:

- (i) classroom lessons, Explicit PSHE lessons, the use of 'story time', 'circle time'. etc.;
- (ii) aspects of National Curriculum Science (KS1 and 2) which deal with life processes and living things;
- (iii) collective worship and assemblies;
- (iv) aspects of the Diocesan RE syllabus
- (v) visiting speakers, including Health Professionals
- (vi) through our Pupil Voice groups
- (viii) through one to one and group work identified as having particular needs with developing positive relationships or emotional support/ or are able to model positive behaviours to others e.g- Relax kids, Peer mediators, nurture sessions.

Class teachers vary approaches according to children's intellectual, emotional, moral and spiritual maturity. A broad strategy is to raise topics in the classroom before children pick up messages (from the media or through social experience) of a kind that the school might wish to challenge. Our general approach involves pupils in discussion wherever possible. Pupils are taught either in their usual class, or in smaller groups.

Boys and girls are taught together except where there are particular reasons for separation. The school considers it very important that both sexes begin to understand each other's needs.

The school tries to familiarise pupils with ways in which perceptions of gender differences may sometimes limit children's opportunities or distort their view of themselves and of others. The school seeks to emphasise the Christian view of each individual, which precludes any form of prejudice, discrimination or stereotyping which may deny unique individual worth.

If a child asks a question which may be considered inappropriate for discussion in school, staff will explain that this might be a question more appropriately answered at home. School will usually seek to inform parents when this occurs. Staff have clear parameters on topics for discussion but are also aware of the danger that children whose questions go unanswered may turn to inappropriate sources of information given the ease of access to the internet. Parents are very welcome to contact the class teacher should they require further clarification on this.

We use visiting Health Professionals to supplement our RSE. Such visitors will be suitably experienced and qualified to support the school's programme. They may include members of the LA Health Education team, NSPCC, persons recommended by the Diocesan Board of Education, or the School Nurse. A member of staff remains in the classroom when visitors are with the children. Parents will be informed prior to these visits.

Roles and Responsibilities

The Governing Body

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

The Headteacher

To support the PSHE Coordinator in implementing the following:

- To ensure that both staff and parents are informed about our Sex and Relationships Education policy, and that the policy is implemented effectively.
- To ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- To monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.
- To manage requests to withdraw pupils from sex education

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive and objective attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from
- sex education.

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.

Role of Parents

The school is well aware that the primary role in children's Relationship and Sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationship and Sex Education policy and practice;
- answer any questions that parents may have about the Relationship and Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

Role of Pupils

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

Confidentiality

Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures

Right of withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The

Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

We ask that any parents who may wish to exercise this right should first make an appointment with the Headteacher/ PSHE Coordinator to discuss what such a decision may involve.

This policy should be read along with PHSE policy; Science Policy.

Signed by

On behalf of Bretherton Endowed Governing Body

Date: January 2020

This policy will be reviewed before January 2023
