

Bidston Avenue Primary School

Relationships and Sex Education Policy



Approved by:

Full Governing Body

Date: 24th November 2021

Next review due by:

Autumn 2024 or before if need arises

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › 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
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

RSE relates to our school ethos, vision and values as we aim to prepare our children for the responsibilities and experiences of tomorrow's world.

2. Statutory requirements

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Bidston Avenue Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to make comments/suggestions on 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

4. Definition

The Department for Education defines Relationships Education as *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults*. RSE is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in, to recognise the differences and similarities between their peers and their families, to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

RSE informs children how to keep safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Teaching children the correct terms for their private parts enables them to be better protected from abuse.

The Relationships Education, Relationship & Sex Education and Health Education guidance for 2020 has made Relationship and Health Education compulsory in all primary schools. Sex education is currently not compulsory. The Department for Education continues to recommend that all primary schools should have a sex education programme **tailored to the age and maturity of the pupils**. It is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We choose to teach some aspects of sex education within our RSHE curriculum

*We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children **receive age appropriate answers** from us than it being left to their peers or the internet.*

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle set out in the national curriculum for science. It should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls and boy's bodies function and change as they grow into adults. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We deliver the learning objectives as set out in the Relationships Education, Relationship and Sex Education and Health Education for primary schools with a whole school approach.

The **1decision programme** is delivered by member of staff in school and someone who knows the children. The local authority delivers ongoing support and training to all staff for safeguarding and answering children's questions age appropriately.

Primary relationships education will focus on:

- The Children in Year 5 receive the Puberty unit and this organised into gender groups. Where possible, we try to make groups smaller and aim to be sensitive with the groups we are working with. The parents are informed prior to the unit being delivered and offered an opportunity to see the session. This helps to prompt any questions or discussion that may come up at home. There are many opportunities for discussion or 1:1 chats with a chosen adult.
- The Children in Year 6 revisit the Puberty unit in gender groups. They are then taught the Conception Unit in gender groups. The parents of Year 6 children receive a letter prior to the unit being delivered. ***The parents have the right to withdraw their child from this unit.*** If this is the case, the parents will need to inform the Headteacher. The child will be accommodated in another part of school during this session.

Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. We have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Sanitary products will be provided to those children whose families may not be able to afford or will not provide sanitary products.

Puberty is occurring in children earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school during the younger year groups. We have provision to support children using **1decision programme** to support a child. Children will be informed about menstruation in Year 5 during the puberty sessions and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. In school, we have a menstruation kit available which contains sanitary products. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationships Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We ensure RSE is matched to the needs of our pupils by regularly reviewing the objectives and activities set and assessing each child individually. Our RSE programme will be taught through a range of teaching methods and interactive activities.

The **1Decision programme** is delivered to children in Year 1 up to Year 6. Early Years provision provides elements of RSE through hygiene, self-awareness and safety.

The programme covers all necessary approaches to relationship education, using online plans, videos and work to fit the needs of all pupils. All objectives and lessons are planned around the DFE guidance and statutory requirements and have been checked and PSHE Association Quality Assured.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

Each year group is taught the above elements through 'Relationships', 'Growing and Changing' and 'Computer Safety' modules throughout the academic year in **1Decision**. The biological aspect is taught through Science. Year 5 are taught the unit 'Circle of Life' looking at describing the life processes of reproduction in some plants and animals. There is a focus on making babies but it looks mainly at animal babies and briefly mentions humans. The other Year 5 unit is 'Growing up and Growing Old', which focuses on the changes in humans including the changes experienced in puberty. For more information about our RSE curriculum, see Appendices 1 and 2.

The statutory guidance is clear that teaching about LGBTQ+ should not be a stand-alone lesson, but should be integrated into the curriculum, sensitively and in an age-appropriate manner. **1decision** has been specifically designed to encourage children to explore this topic by subtly threading inclusivity throughout the programme mainly in the families and relationships modules of the programme. Members of staff then have the autonomy to expand on the content, dependent on the needs of the pupil cohort.

At Bidston Avenue Primary School, members of staff plan and deliver lessons in a way that ensures that every child in the classroom recognises themselves in the content and it is delivered in a way where every child feels safe and confident to participate. Storybooks are used 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). All members of staff are mindful of the language they use and use language that allows children to talk about their home life by asking questions about their parents and carers rather than their 'mum' or 'dad'.

Staff delivering RSE lessons consider the needs of pupils with SEND. Staff ensure ground rules are set, at the beginning of every lesson, making it clear that some pupils may find the content challenging and suggest trusted adults they could approach after the lesson to talk more about the content. Staff use check-in strategies to monitor how pupils are feeling and offer mini-breaks to pupils who need them. The safeguarding lead and SENCO are aware of the modules taught to enable them to identify and speak to relevant pupils.

Assessment, Reporting and Recording

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

1. The children's work is collated into a **1decision** workbook. This will document their learning experiences and collate working evidence.
2. There are specific lessons where children can use their workbooks to reflect on all the work they have completed in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. This reflection is essential to build personal identity and self-esteem.
3. These workbooks are kept from Year 1 up until Year 6 and can be used for summative and formative assessment against the statutory guidelines.
4. The person responsible for Relationships Education, Relationships and Sex Education and Health Education (RSHE) in school will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines.
5. Teachers may also assess using informal judgements as they observe during lessons and at other times around school. Areas of support/ guidance/extra teaching can be identified.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The headteacher, with support from the subject leader, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 and/or subject leader.

All class teachers are responsible for teaching RSE at Bidston Avenue Primary School.

7.4 Pupils

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

8. Parents' right to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. We want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. We offer a workshop for parents prior to the sessions to view content, discuss concerns or views and offer support for 1:1 discussion for parents. Any parent unable to attend can arrange another session or have the ability to view at home.

The guidance for Relationship Education, Relationship and Sex Education and Health Education states that parents retain the right to request their child is removed from some or all of the elements of Sex Education, which go beyond the National Curriculum for Science. Schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the Science National Curriculum. Parents are informed by letter prior to the Relationship and Sex Education sessions. The Teacher would speak to a parent to discuss their concerns and reassurance. If parents do decide to withdraw their child, they should inform the Head teacher who will find other provision for the child to engage in during the lesson. Parents have the right to withdraw their child from the specific Sex Education sessions.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Miss Butterworth (PSHRE Lead) through the standards of children's work, the quality of teaching, speaking to children about RSE and reviewing curriculum plans in light of missed content due to the pandemic.

The subject leader supports colleagues in the teaching of RSE, by passing on information and ideas and delivering staff training as appropriate.

There are regular updates at staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. The subject leader will present updates and report findings to the Governing Body in a review cycle.

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

This policy will be reviewed by Miss Butterworth bi-annually.

At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – specific sections from our long-term planning

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Foundation Stage 1 and 2	Throughout academic year	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Build constructive and respectful relationships. 	
Year 1	Spring Summer	<p>1Decision: Relationships – Friendships:</p> <ol style="list-style-type: none"> Recognise and name a range of feelings. How to be a good friend. <p>Computer Safety:</p> <ol style="list-style-type: none"> Understand how online activity can affect others. Be able to recognise negative aspects of using technology. 	https://www.1decision.co.uk/resources/parent-carer-zone
Year 2	Spring Summer	<p>1Decision: Relationships – Body Language.</p> <ol style="list-style-type: none"> Understand that feelings can be shown without words. Understand why it is important to care about other people's feelings. <p>Computer Safety – Image Sharing:</p> <ol style="list-style-type: none"> Understand how online actions can affect others. Know the risk of sharing images without permission. 	https://www.1decision.co.uk/resources/parent-carer-zone

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring	<p>1Decision: Relationships – Touch:</p> <ol style="list-style-type: none"> 1. Understand the difference between appropriate and inappropriate touch. 2. Understand personal boundaries. 3. Know how and who to talk to about things that are worrying us. 	https://www.1decision.co.uk/resources/parent-carer-zone
	Summer	<p>Computer Safety – Making Friends Online:</p> <ol style="list-style-type: none"> 1. Be able to identify possible dangers and consequences of talking to strangers online. 2. Know how to keep safe in online chatrooms. 	
Year 4	Spring	<p>1Decision: Growing and Changing – Appropriate touch and relationships.</p> <ol style="list-style-type: none"> 1. Know that relationships change as we grow. 2. Be able to identify how relationships can be unhealthy and healthy. 3. Learn strategies for asking people for help. 	https://www.1decision.co.uk/resources/parent-carer-zone
	Summer	<p>Computer Safety – Online Bullying:</p> <ol style="list-style-type: none"> 1. To be able to identify cyber bullying and its consequences. 2. Be able to develop coping strategies to use if we or someone we know is being bullied online. 3. Know how to ask for help. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring	1Decision: Growing and Changing – Puberty: <ol style="list-style-type: none"> 1. Understand what puberty means. 2. Know and understand the changes that boys and girls may go through during puberty. 3. Understand why bodies go through puberty. 4. Develop coping strategies to help with different stages of puberty. 	https://www.1decision.co.uk/resources/parent-carer-zone
	Summer	Computer Safety – Image Sharing: <ol style="list-style-type: none"> 1. Understand the consequences and potential outcomes of sharing images online. 2. Be able to create a set of rules to follow when sharing images online. 3. Know that there are rules and laws about sharing images online. 4. How to overcome pressures to share online. 	
	Summer	Science: Growing Up and Growing Old: <ol style="list-style-type: none"> 1. Understand the changes as humans develop to old age. 2. Understand the changes experienced in puberty. 	
	Summer	Circle of Life: <ol style="list-style-type: none"> 1. Describe the life process of reproduction in plants and animals. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring	1Decision: Growing and Changing – Conception: <ol style="list-style-type: none"> 1. Know and understand the terms conception and reproduction. 2. Understand the function of the male and female reproductive systems. 3. Know the different stages of pregnancy. 4. Know how to ask for support. 	https://www.1decision.co.uk/resources/parent-carer-zone
	Summer	Computer Safety – Making Friends Online: <ol style="list-style-type: none"> 1. Know and understand the potential dangers of talking to people online. 2. Understand that fake online profiles exist, and people not always be who they say they are. 	

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"> • 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
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • 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 • 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
Online relationships	<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
Being safe	<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

Appendix 3: Parent form: 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	