



Burhill Primary School Relationships and Sex Education (RSE) Policy

Aims

The aim of RSE is to provide children with age appropriate information explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour and enable them to show and understating of and acceptance of all areas within the equalities act.

In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

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

Purpose

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school's approach to RSE within Personal Social Health and Education (PSHE).

How this Policy was developed

This policy covers our school's approach to the teaching of Relationships and Sex Education. It was produced by the PSHE curriculum lead through consultation with staff, parents and children. Consultation took the form of a staff meeting and parent forum meeting about the content of curriculum. Pupils have been involved in the creation of this policy through whole class discussion and also through a working party consisting of members from the Pupil Parliament with representatives from each class.

Requirements on schools in law

From September 2020, it became statutory for schools to deliver Relationships Education in primary schools. Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, also statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

What is Relationships (and Sex) Education?

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

We have developed the curriculum 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 or they will refer the question to the child's parent/carer.

Relationships education is now a statutory part of the primary curriculum and is taught across school. The science elements of sex education are statutory.

Our RSE curriculum includes content on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

All of the objectives covered within our RSE curriculum can be found within the PSHE progression document on the school website:

<https://www.burhill.surrey.sch.uk/1567/pshe>

Right to withdraw children

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents wanting to exercise the right of withdrawal from sex education will be invited to see a member of the senior leadership team for further discussion.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. It is delivered through the SCARF programme. Biological aspects of RSE are taught within the science curriculum. The school works with the school nurse (and/or other health professionals) to deliver the RSE units of work in UKS2. The school encourages discussion and clarification of understanding and values. The children are visited by the school nurse, who will take whole class sessions and be there to help answer children's questions.

Prior to delivery of the units in Year 5 and Year 6, parents/carers are notified by letter that sessions will be taking place and invited to discuss any concerns or queries they may have. Sex and relationship education materials are made available on request to parents/carers who wish to supplement sex education delivered at school or who wish to deliver sex education to their children at home.

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

- All About Me
- Special People
- Feelings and Emotions
- Healthy relationships
- Valuing Differences

In addition to the content of the science curriculum, the Health and Well Being strand of the SCARF curriculum includes a Growing and Changing topic.

- In Year 3 this includes a lesson on My Changing Body (Puberty)
- In Year 4 this includes a lesson on Period Positive (Puberty)
- In Year 5 this includes a lesson on Changing Bodies and Feelings (Puberty)
- In Year 6 the Health and Well Being topic includes a Growing and Changing Topic and this includes a lesson on Making Babies and Is This Normal (Puberty)

These areas of learning are taught 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).

Roles and responsibilities

The governing body will approve the RSE policy, and delegate responsibility to the headteacher to account for its implementation.

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

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/ non-science 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.

The subject leader for RSE and PSHE is Elizabeth Hoskins.

Training

Staff are trained on the delivery of RSE as part of the continuing professional development calendar. Visitors, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as necessary. Members of the SCARF team are always available for advice, support and training.

Monitoring arrangements

All staff are responsible for the implementation of the policy. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. We will use the SCARF assessment tool.

The delivery of RSE is monitored by Elizabeth Hoskins through: Learning walks, book scrutiny, analysis of data and lesson observations.

Review date

This policy will be reviewed by September 2022. It will be reviewed by the PSHE Coordinator. This will ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.