

A cartoon illustration of a brown owl wearing a blue graduation cap and yellow shoes, standing with its wings spread. The owl has large yellow eyes and a yellow beak, appearing happy. It is standing on a light gray oval shadow.

Record of Policy Amendment / History

[illegible]



Brookfield Primary School

'Be the Best You Can Be'

Relationships and Sex Education Policy

Brookfield Primary School aims to provide an educational environment of the highest quality in which we strive to:

- Keep every pupil safe
- Develop effective and enthusiastic learners
- Value the self-esteem and maximise the potential of every child
- Promote constructive attitudes and values
- Foster caring relationships in a secure environment
- Work in equal partnership with parents and carers and involve them in their children's learning

Definition of Relationships and Sex Education

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the morals and values of our school.

Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory, are also part of an integrated PSHE programme of work. For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life.
- promote the spiritual, moral, social cultural mental and physical development of pupils.

Aims

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.

- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs

Policy development, responsibilities, and review

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

Governing body

- Nominate RSE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders about the RSE policy
- Implement RSE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website

- The staff handbook
- Consultations with parents
- School events
- Meeting with school personnel
- Communications with home such as newsletters

Content of RSHE

For our delivery of RSE we are following the programme that has been devised by Derbyshire County Council called PSHE Matters: A PSHE Curriculum for Primary Schools. The modules within the programme are constructed around 3 age groups:

Key Stage 1 (Years 1 and 2)

Lower Key Stage 2 (Years 3 and 4)

Upper Key Stage 2 (Years 5 and 6)

Within each age group there are 12 learning modules that can be taught in any order over a 2 year period.

The 12 modules are:

1. Drug Education – including how to manage risk and peer influences
2. Exploring Emotions – including how to recognise and manage feelings and emotions
3. Being Healthy – including the importance of looking after our mental health
4. Growing Up – including Sex Education
5. Changes – including loss
6. Bullying Matters – including how to ask for help
7. Being Me – including identity and community
8. Difference and Diversity – including challenging stereotypes
9. Being responsible – including looking after the environment
10. Being Safe – particularly featuring Cyber and gaming
11. Relationships – including what is a healthy relationship
12. Money Matter – including developing enterprise skills

Sex Education

Our provision of sex education meets the developing needs our pupils. In broad terms it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and child-birth in an age-appropriate manner. Parents are able to withdraw their child from this part of the curriculum if they would prefer to deliver this element of the curriculum themselves (see parent section below).

Inclusion

RSE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the RSE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

Diverse families

In our provision of RSE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Gender

We actively challenge stereotypes around gender through RSE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

Delivery

The planning and delivery of the programme is undertaken by class teachers/Higher Level Teaching Assistants. Teachers take a balanced, non-judgmental approach to delivery acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSE teaching through our Personal, Social, Health and Citizenship Education curriculum.

PSHE is delivered through weekly sessions, but there are also aspects incorporated into whole school assemblies, class assemblies, circle time and pupil voice discussions.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning RSE and related issues.

All teachers will deliver RSE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within the sessions.

Answering questions

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

Assessment

As with all curriculum areas there will be assessment in RSE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each term. This assessment will be in different forms and may involve quizzes, work samples, observation of role-play, pictures, and so on.

There will be a section in the end of year report to parents on RSE.

Confidentiality and safeguarding

Due to the content of RSE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told that in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teachers cannot promise a pupil that they will 'keep a secret'.

Partnership with parents

We see parents as key partners in our provision of RSE. To support the important role of parents we provide regular information about the content of our curriculum and when topics are delivered through our newsletters and information on our website. Parents are encouraged to talk with their child about the RSE that they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

Right to withdraw from sex education:

RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the legal rights of parents/carers as described below:

From September 2020, parents/carers will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents/carers will not be able to withdraw their child from any aspects of National Curriculum for science (which includes subject content such as: naming the external parts of the body, the human body as it grows from birth to old age and reproduction/offspring in some plants and animals).

Parents/carers will be able to withdraw their child (following discussion with the school) from any other aspects of sex education.

In line with statutory guidance, where pupils are withdrawn from sex education, we will keep a record of this (including written requests/discussions with parents/carers) and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

If you have a complaint about the RSE policy or provision please follow the school's existing complaints procedure.

Policy links

Anti-bullying policy
Equality policy
Safeguarding policy
PSHE policy