**Relationships and Sex Education Policy (RSE) - 2023**



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**Overview**

Today’s children and young people are growing up in an increasingly complex world, living their lives seamlessly both on and off line. This presents many positive and exciting opportunities, but also challenges and risks.

At Bredbury St Mark’s, we believe that promoting the health and wellbeing of our pupils is an important part of their overall education.  Relationships and Sex Education is the statutory element of our PSHE curriculum which all schools in England are required to teach. We will be teaching lessons about RSE in a number of ways such as part of our PSHE lessons, during Circle Time and also as discrete lessons.  Lesson content will depend on the age of the child and may contain topics such as naming body parts; families; online safety; puberty; babies and birth; relationships and communication skills; pregnancy.

During these lessons, children will be able to ask questions, which will be answered factually in an age-appropriate manner. Each child’s privacy will be respected, and no one will be asked to reveal personal information.

**Objectives**

RSE is a statutory subject and although parents can withdraw their child from the sex education element, we want to assure parents that our curriculum is taught in an age-appropriate manner and provides children with the time to ask questions in a safe environment and ultimately receive factual information, rather than hearing content second hand or via online platforms. In the 21st century children are exposed to so many of the incorrect messages about their bodies, relationships and expectations. The prevalence of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts, dispel myths and ultimately feel safe.

RSE is a carefully planned curriculum and is there to ensure our children can navigate the world around them safely. An un-informed child is often a child left vulnerable and we want to empower our pupils here at Bredbury St Mark’s.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

**Definition of Relationships Education**

The Department for Education (DfE) 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.’*

Teaching about families requires sensitive and well-judged teaching based on knowledge of our children and their circumstances. Families of many forms provide a nurturing environment for child. (Families can include for example two parents, single parent families, LGBT+ parents, families headed by family members other than the child’s parents, adoptive parents, foster parents / carers amongst others). Care needs to be taken to ensure that there is no stigmatism of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g. Cared for Children or young carers.

**Definition of Sex Education**

The DfE 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…’

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in the policy and should consult with parents on what is to be covered. – do we need this if we are not a maintained primary school?

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place.

At Bredbury St Mark’s, we do teach pupils sex education beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

**Role of the Headteacher**

* Ensure that parents / carers and staff are informed about our RSE policy
* Ensure that the information provided for parents on subject content is clear and informative and contains details of their right to request that their children are withdrawn.
* To maintain a written record when a parent / carer has chosen to withdraw their child (see below for further detail regarding the right to withdraw children from the sex education element)
* Ensure the policy is implemented effectively
* Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
* Ensure subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations
* Monitor the policy on a regular basis and report to governors on the effectiveness of the policy

**Role of Subject Lead**

* Oversee the delivery of the subjects
* Ensure the subjects are age-appropriate and high-quality.
* Ensure teachers are provided with adequate resources to support teaching of the subjects.
* Ensure the school meets its statutory requirements in relation to the relationships, sex and health curriculum
* Ensure the relationships, sex and health curriculum is inclusive and accessible for all pupils
* Work with other subject leads to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
* Monitor and evaluate the effectiveness of the subjects and provide reports to the headteacher. Monitoring will be completed through a combination of:
* Lesson observations
* Learning walks
* Pupil voice
* Book looks

**Role of the Governing Board**

* Monitor progress with the aim that all children will make progress in achieving the expected educational outcomes
* Ensure the curriculum is well led, effectively managed and well planned
* Ensure there is evaluation of the quality of provision through regular and effective self-evaluation
* Ensure teaching is delivered in ways that are accessible to all pupils with SEND
* Ensure clear information is provided for parents / carers on subject content and their right to request that their children are withdrawn
* Ensure subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations

**Organisation of the Curriculum**

RSE will be delivered as part of the school’s PSHE curriculum which has been organised in line with the statutory requirements outlined in the ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Bredbury St Mark’s, we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our children.

When teaching children about LGBT+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

* All teachers will have responsibility for planning and delivering RSE from the PSHE scheme of work and additional content
* Everyone involved in the teaching of RSE will follow the school policy
* A balanced and non-judgmental approach will be taken, and the personal beliefs’ and attitudes’ of teachers will not influence the teaching of RSE

At Bredbury St Mark’s, a number of teaching strategies will be used, to deliver an inclusive RSE curriculum, including:

* Establishing ground rules with pupils.
* Using ‘distancing’ techniques (e.g. Case studies)
* The provision of an ‘Ask it basket’ during each planned session
* Dealing with children’s questions in an appropriate manner
* Using discussion and age appropriate materials.
* Encouraging reflection
* Promoting choice, challenge and collaboration throughout the lessons

At Bredbury St Mark’s, our PSHE scheme of work is split into 6 core themes and are delivered primarily through One Decision.

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school

Please refer to Appendix 3 for the overview of the Bredbury St Mark’s PSHE / RSE programme of study

**Assessment**

As with any learning, the assessment of children’s RSE is important as it enables the teacher to gauge individuals’ progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for RSE, to ensure it is both relevant and effective.

**Language**

At Bredbury St Mark’s, we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching. Should a child use a ‘family’ term to express their understanding the child will be thanked for their response before the adult repeats the input using the correct agreed terminology.

**Who will RSE be delivered by?**

Lessons will usually be delivered by the class teacher or another adult, within the class team, under the direction of the class teacher.

**The Role of External Agencies**

The school may liaise with external agencies to support and compliment the schools PSHE/RSE programme of study. All agencies will be aware of the school’s policies and procedures and their role within them.

Any matters reported by visitors will be dealt with in line with our Safeguarding Policy

We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all children and is approved by the school in advance of delivery. When a visitor delivers to a class, a member of school staff will always be present to support children with any social, emotional health concerns that may arise.

**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 respond. This may be through individual work or discussion with the child / parent/carer. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the school’s Safeguarding Policy.

The same protocol will apply for any questions that children ask using the classroom ‘Ask it basket’. At the end of a RSE lesson, children may record a question that they are not comfortable to ask and post it in the ‘Ask It’ basket. Teachers will establish a safe environment for RSE lessons where children are encouraged to ask questions or share any worries or concerns they have.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents’ / carers’ wishes before questions are answered.

**Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance children’s learning. Relationships, sex and health education will be linked to the following subjects in particular:

* Science – children learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
* Computing and ICT – children learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
* Circle time - gives children the opportunity for discussion and listening to other people views and opinions
* PSHE – children learn about respect and difference, values and characteristics of individuals.

**Safeguarding and Confidentiality**

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

***If a staff member has any concerns or a child discloses information giving cause for concern, this must be report to the DSL and the school’s safeguarding policy must be followed.***

**Equality and Diversity**

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any child because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

* Being aware of children’s individual characteristics, backgrounds, attitudes, and feelings.
* Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our children including those with Special Educational Needs and/or Disabilities (SEND) or English as an Additional Language (EAL)
* The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all children.
* Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

**Do parents/carers have the right to withdraw their child?**

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>) Copies of what will be covered within the lessons should be made available to the parent / carer on request in addition to the opportunity to talk through any concerns to enable them to make an informed decision. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher. However, this may be reduced if the parents / carers plan to deliver sex education to their child at home instead.

Once discussions have taken place, except in exceptional circumstances, the school should respect the parents’ / carers’ request to withdraw the child.

**Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Equality Act 2010
* Children and Social Work Act 2017
* Department of Education ‘Keeping Children Safe in Education’
* Department of Education ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* Department of Education ‘National curriculum in England: science programmes of study’

**This policy operates in conjunction with the following school policies:**

* Safeguarding Policy
* E-safety Policy
* Behaviour Policy
* Anti-Bullying Policy
* PSHE Policy
* Equality and Diversity Policy
* Curriculum Policy

**Consultation and the Role of Parent and Carers**

The school is aware that the primary role in children’s Relationships 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. Similarly, we also understand how important parents’ / carers’ views are in shaping the curriculum. In promoting this we:

* Will consult and inform parents / carers about RSE through newsletters, school website and information sessions
* Inform parents about our school’s Relationships and Sex Education policy and practice
* Answer any questions that parents may have about the Relationships and Sex Education of their child
* Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school

**How and when will it be reviewed / updated?**

* Policy will be reviewed annually.
* The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or children, and issues in the school or local area that may need addressing.
* The governing board is responsible for approving this policy.
* Any changes made to this policy will be communicated to all staff, parents and, where necessary, children.

**Appendices:**

Appendix 1 RSE and the Science Curriculum

Appendix 2 What children should know by the end of primary school

Appendix 3 Overview of scheme of work

*Appendix 1*

**RSE and the science curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
| Year group | Statutory science curriculum | Notes and guidance (non-statutory) | Minimum recommended RSE learning outcomes |
| EYFS | Need to extract from science monitoring / curriculum |  |  |
| Year 1 | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Children should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. | Progression from in EYFS and linked to Year 1 science i.e. correct scientific vocabulary of all body parts (safeguarding)  Children should: Know how to keep oneself clean and look after oneself, know the difference between boys and girl babies and know which people we can ask for help |
| Year 2 | Notice that animals including humans, have offspring which grow in to adults | They should also be introduced to the processes of reproduction and growth in animal. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs | Complementary to Year 2 science (i.e. animals, including humans, have male and female offspring) and progression from Year 1 RSE.  Children should: Talk about the ways boys and girls can be the same and different (linked to science), describe some differences between male and female animals and name the male and female body parts. |
| Year 3 | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition form what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement | Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions | Recap on Year 1 and 2. Children should be able to: Name male and female body parts using agreed words, talk about ways of dealing with unwanted attention and identify who to go to for help and support |
| Year 4 | De3scirbe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple function. | Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. | Progression from |Year 2 science i.e. growth. Children should be able to describe the body changes that happen when a child grows up, understand why the body changes during puberty and know that each person experiences puberty differently. |
| Year 5 | Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals | Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. | All complementary to Year 5 science. Children should be able to ask questions about puberty with confidence, describe how to manage physical and emotional changes and know how to get help and support during puberty |
| Year 6 | Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans. | Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. | Progression from Year 5 science (reproduction in science has been split from Year 5 RSE to Year 6 to ensure children have sufficient time to explore all elements of puberty). Children should be able to describe how and why the body changes during puberty in preparation for reproduction, explain how babies are made and describe the decisions that have to be made before having a baby. |

*Appendix 2*

**What children should know by the end of primary school**

|  |  |
| --- | --- |
| Families and people who care for me | * 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 |
| Caring friendships | * 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. |
| Respectful relationships | * 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 adult |
| Online relationships | * 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 | * 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*

**Overview of scheme of work**

|  |  |  |  |
| --- | --- | --- | --- |
| **EYFS** | | | |
|  |  |  |  |
|  |  |  |  |
| **Ages 5 – 8 years** | | | |
| Keeping / Staying Safe   * Road Safety * Tying shoelaces * Staying Safe * Leaning Out of Windows | Keeping / Staying Healthy   * Washing Hands * Healthy Eating * Brushing Teeth * Medicine | Relationships   * Friendship * Bullying * Body Language * Touch | Being Responsible   * Water Spilalge * Practice Makes Perfect * Helping Someone in Need * Stealing |
| Feelings and Emotions   * Jealousy * Worry * Anger * Grief | Computer Safety   * Online Bullying * Image Sharing * Computer Safety Documentary * Making Friends Online | Our World   * Growing In Our World * Living IN Our World * Working In Our World * Looking After Our World | Hazard Watch   * Is is safe to eat or drink? * Is it safe to play with? |
| Fire Safety   * Hoax Calling * Petty Arson * Texting While Driving * Enya and Deedee Visit the Fire Station |  |  |  |
| **Ages 9 – 11 years** | | | |
| Keeping / Staying Safe   * Cycle Safety * Peer Pressure * Adults’ and Children’s Views * Water Safety | Keeping / Staying Healthy   * Healthy Living * Smoking * Adults’ and Children’s Views * Alcohol | Growing and Changing   * Appropriate Touch (Relationships) * Puberty * Adults’ and Children’s Views * Conception | Being Responsible   * Coming Home on Time * Looking Out for Others * Adults’ and Children’s Views * Stealing |
| Feelings and Emotions   * Jealousy * Anger * Adults’ and Children’s Views * Worry | Computer Safety   * Online Bullying * Image Sharing * Adults’ and Children’s Views * Making Friends Online | The Working World   * Chores at Home * Enterprise * Adults’ and Children’s Views * In-App Purchases | A World Without Judgement   * Breaking Down Barriers * Inclusion and Acceptance * Adults’ and Children’s Views * British Values |
| First Aid   * Frist Aid Year 4 * First Aid Year 5 * First Aid Year 6 (Part 1 and Part 2) |  |  |  |