

BARNS GREEN PRIMARY SCHOOL

Relationship and sex education policy

1. Aims

Children today are growing up in an increasingly complex world and they need to learn to navigate a multitude of opportunities and risks both in the real and virtual worlds. Our curriculum provision at Barns Green Primary School is designed to develop the knowledge and skills that will enable children to face the future with confidence, understanding their roles, responsibilities and rights. It will also equip children with an understanding of challenges that they or others may face and importantly where to turn to when help is needed.

Our school values of respect, responsibility, compassion, perseverance, community and inclusion run throughout our entire curriculum and are key values underpinning the Relationship, Sex and Health Education (RSHE) curriculum. This curriculum is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy life styles, diversity and personal identity.

We aim to empower our children and encourage them to ask questions that will help them to develop the knowledge, skills and attitude to keep themselves healthy, and safe as well as preparing them for their lives in a positive way. In order to achieve this we will:

- 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

2. Statutory requirements

At Barns Green Primary School we teach RHSE in accordance with the DfES Sex and Relationship Education Guidance that was issued in September 2020. Our enriched provision goes beyond this and incorporates PSHE Association guidance and the West Sussex Education for Safeguarding Curriculum (E4S) It is designed to meet the needs of our community and has been developed in consultation with staff, Governors, parents and children.

In compliance with legal requirements our policy statement is available to parents. The DfES Sex and Relationships Guidance 2020, the National Curriculum PSHE and Citizenship guidance and the National Healthy Schools Standard support this legislation.

Date
22.5.2023

Responsible Governors
Full Governing Body

Review in
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3. Content and Coverage

At Barns Green RSHE is mapped out and planned for within our PSHE and Science curriculums. This ensures that children acquire knowledge and skills sequentially and have the opportunity to build upon what they have already learnt in an age appropriate manner.

Appendix 1 – Progression of Knowledge and Skills for PSHE/ PSHE Overview

Appendix 2 – Progression of Knowledge and Skills for Science

These documents give guidance on how the Relationships, Sex and Health curriculum is covered over a child's journey through the school. The PSHE curriculum overview also shows how topics will be taught at a developmentally appropriate level across all key stages. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Our PSHE curriculum is mapped out in line with recommendations from the PSHE Association and we supplement this with guidance from the West Sussex Education for Safeguarding Curriculum (E4S) we use the Living and Growing series from Channel 4 to supplement our SRE program. (Further detail is available upon request)

RSHE will be provided both holistically and through discreet curriculum provision. Assemblies, class discussions/circle time both planned for and in response to need will be led sensitively by staff. Important weeks and days will be incorporated into the school calendar and planned for. These include; mental health awareness week, safer internet day and anti-bullying week.

Primary sex education will focus upon:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born
- respecting differences
- respectful relationships

It is informed by statutory expectations and designed to meet the needs of our children.

4. Delivery of RSE

At Barns Green, we feel it is important to teach the RSHE curriculum within a trusting, safe environment, where children have the confidence to ask questions and share opinions. These are the expectations that we apply to all aspects of school life and are understood by our children and staff. (Please see Teaching and Learning Policy)

5. Inclusion

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We will teach RSHE in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences. During lessons consideration will be taken to ensure pupils feel calm, safe and supported and that they are all able to engage with the key messages. We will also ensure that pupils learn about these topics in an environment that is appropriate for them. This may include the following:

- whole class setting
- small groups and targeted sessions
- 1-1 discussion
- digital formats

We will plan sessions to be inclusive and adapted to the needs of all pupils.

6. Use of resources

We will consider the resources we use with care to ensure that they are:

- are aligned with the teaching requirements set out in the statutory RSE guidance **(See Appendix 3)**
- support pupils in applying their knowledge in different contexts and settings
- are age-appropriate, given the age, developmental stage and background of our pupils
- are evidence-based and contain robust facts and statistics
- fit into our curriculum plan
- are from credible sources
- are compatible with effective teaching approaches (see Teaching and Learning policy)

7. Visitors

On occasion visitors may supplement the curriculum. Examples of visitors may be parents, a representative from the NSPCC, the school nurse etc. We will always advise parents beforehand.

Where an external agency is invited into the school we will only work with agencies where we have full confidence in its approach and the resources it uses.

8. Roles and responsibilities

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

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The Headteacher and PSHE lead 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 9)

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from the non-statutory components of RSHE

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

9. Parents' right to withdraw

We will inform parents in advance of plans to deliver Relationship and Sex Education.

In accordance with legislation parents and carers do not have the right to withdraw their children from relationships education.

However, parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. All staff receive safe guarding training at various points during the year.

11. Policy review

To be reviewed by Headteacher in consultation with stakeholders every two years.

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	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1/2 Cycle A	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 1/2 Cycle B	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts ; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3/4 Cycle A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 3/4 & 4/5 Cycle B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 4/5 Cycle A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth ; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 1 – Curriculum Map

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

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	Include notes from discussions with parents and agreed actions taken. Eg. Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.