

Bridgtown Primary School

Relationship and Sex Education Policy



Bridgtown Primary School

At Bridgtown we acknowledge the uniqueness of all children, their ability to be creative and challenged, to celebrate their diversity, interests, cultures and talents. We have high expectations and challenge them to be confident, happy and reach their full potential.

We aim to provide a secure, happy and welcoming learning environment that is inclusive of all pupils. We encourage children and their parents to take part, to be active, to take responsibility and contribute to the school community and work in partnership with us to help the children to achieve their goals. We believe in doing our best and having the courage to take risks and celebrate our success which will enable us to become successful and confident learners.

We seek to meet our aims with a "Bridgtown Smile". This reflects our positive attitude to life, learning and relationships and is an important part of the ethos of the school. We see our school reflecting a society where the individuals, whatever their age or status act responsibly towards each other, praise each other, care for each other and act with a high degree of individual responsibility.

We see our school as an inclusive community in which all members are valued.

Aim

Our aims are:

- To help children gain clear values and self-discipline to guide them whilst also respecting and valuing the lives of others, all living things and the environment.
- To promote responsible and caring citizens who develop a strong sense of belonging to their communities; local and global.
- To provide an open and creative curriculum that develops well rounded individuals who are well prepared for their future role in society and the changing world.
- To encourage individuals, whatever their age or status to act responsibly towards each other, praise each other, care for each other and act with a high degree of individual responsibility.
- To celebrate achievement

Entitlement

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment

Introduction

This policy has been written to ensure we are meeting the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal Social and Health Education (PSHE) and Citizenship at Key Stages 1 and 2. This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfEE in 2019. The policy was created by the subject leader for PSHE in consultation with staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”. (Brook, SEF, PSHE Association, 2014:3)

At Bridgtown Primary School, we believe that effective RSE can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual. Relationship and sex education is delivered through the PSHE and Citizenship framework and the Science curriculum.

Other related policies and documents include the PSHE & Citizenship Policy, Anti-Bullying Policy, Drugs Education Policy, Science Policy, Child Protection Policy and the Promoting Race Equality document.

Specific Aims and objectives for Relationship and Sex Education Policy

At Bridgtown Primary School, RSE reflects the school’s vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development. Bridgtown Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with parents, so that they are able to support their children’s physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils’ self-esteem and confidence, especially in their relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care.
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities’.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To develop resilience and positivity when responding to influences that may affect body image.
- To reinforce and develop pupils’ understanding of how to stay safe online.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children’s age and understanding and to dispel myths and rumour.
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

Statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (RSE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

At Bridgtown Primary School, RSE is delivered through the **Jigsaw PSHE programme**.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Organisation

The school's RSE programme will not be delivered in isolation but will be firmly embedded in relevant curriculum areas including PSHE, Citizenship, RE, Literacy and assemblies.

RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Bridgtown Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The Right of with withdrawal

Bridgtown Primary School will inform parents when aspects of the Sex Education programme are taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Relationships education is a statutory part of the school's curriculum and, consequently, parents **may not** withdraw pupils from these lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

Staff Professional Development

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Specific issues within Relationships and Sex Education

language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Sexual Identity and Sexual Orientation

Bridgtown Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

Pupils' Access to Help and Support

The school displays ChildLine posters, and information about any agencies that support the welfare of children is held in the main office. The School Nurse can offer confidential advice to any child.

Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection which can be obtained from the school office. There is a sanitary bin in the girls' toilets.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who will take action, as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels. Staff should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. For some SEND pupils there may be a need to tailor content and teach to the needs of the child. As with all teaching for these subjects, staff should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Assessment

Monitoring of the RSE Policy is the responsibility of the headteacher, named governor, and PSHE leader. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, book trawls, talking to children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Review

The Governors, Headteacher and staff will review this policy in the Summer Term 2021. Any suggested amendments will be presented to governors for discussion at a meeting in the Autumn Term 2021.

Signature:.....Name:Date: Chair of Governors

Signature:.....Name:Date: Headteacher