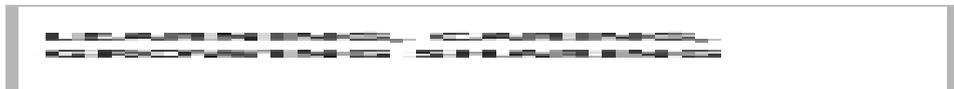


BURE PARK PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION and HEALTH EDUCATION POLICY



| ROLE | NAME | SIGNATURE | DATE |
|---------------------|----------------------|------------------|-------------|
| Co-ordinator | Jo Cowell | | |
| Headteacher | Yvonne Hewson | | |
| Governor | Paul Meeks | | |

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| Next Review | May 2024 |
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This policy covers our school's approach to *The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (Department for Education (DfE))*.

This DfE guidance replaces the *Sex and Education Guidance (2000)*. This school policy replaces the *Sex and Relationships Education Policy April 2017*.

Teaching RSE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools fulfil their duties to protect, safeguard and promote the wellbeing of their pupils.

What is Relationships and Sex Education (RSE)?

We define RSE as the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is learning about growing up, including human sexuality, sex and sexual health.

A comprehensive RSE programme provides accurate information about the body, reproduction, sex and sexual health. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

We believe this is important for our pupils, their families and our school as we prepare our pupils for the opportunities, responsibilities and experiences of adult life. As part of the wider Personal, Social and Health Education (PSHE) curriculum, we also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The partnership of home and school is vital in providing the context of healthy relationships. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Why is RSE important?

High quality RSE helps to create safer school communities, in which pupils can grow, learn and develop positive, healthy behaviour for life. This is essential for the following reasons:

- Children have a right to good quality education and to protection from any kind of exploitation, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo during puberty, and they want to learn about relationships. Older children frequently say that sex and relationships education was 'too little, too late and too biological'. *Not Yet Good Enough* Ofsted 2013.
- RSE plays a vital role in promoting safeguarding. Ofsted is clear that schools must have a preventative programme that enables children to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote children's wellbeing, and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE curriculum can have a positive impact on pupils' health and wellbeing and their ability to achieve in life.

- The department of Health set out its ambition for all children to receive high quality RSE in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'children need high quality sex and relationships education so they can make wise and informed choices.'
- Bure Park Primary School wishes to provide RSE that prepares our pupils to lead safe, fulfilling and enjoyable lives.

Diversity and inclusivity

We ensure RSE fosters gender equality under the Equalities Act 2010, showing that others' families, either in school or in the wider world, sometimes look different from our own family, but that we should respect those differences and know that other children's families are also characterised by love and care.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by setting appropriate learning challenges and responding to each child's needs.

We use a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we might take some additional, or different, action to ensure the child's learning needs are met. By responding to any diverse learning and physical requirements, we aim to avoid putting children at a learning disadvantage to their peers. Barriers to learning and assessment will be overcome by greater intervention and differentiation, use of outside agencies (relevant advisory professionals) or by using specialist equipment. All children will be set suitable, realistic learning challenges to ensure educational success, raising and maintaining their self-esteem and the opportunity to achieve a personal high standard. Close liaison with parents and carers is essential.

Roles and responsibilities

The Relationships Education and Health Education programme will be led by the PSHE Co-ordinator and will be taught, in the main, by the class teacher. External agencies may be used where particular expertise is required. Teaching staff will receive in-house training and attend external courses, as appropriate, in order to support pupils.

Legislation (statutory regulations and guidance)

We are required to teach RSE as part of The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under Sections 34 and 35 of the Children and Social Work Act 2017 which provides that pupils in our school must be taught Relationships Education and Health Education. See Appendix B.

The RSE policy complements the Personal, Social and Health Education (PSHE) Policy.

Documents that inform the school's RSE Policy include:

- Children Act 2004

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory Safeguarding guidance (2018)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019

Intent

The intended outcomes of our programme are that pupils will:

- Know and understand what makes and sustains good relationships with others;
- Understand they have a right to be safe;
- Understand they have a responsibility to foster healthy relationships in others;
- Develop the skills of knowing how to recognise a healthy or an unhealthy relationship.

Implementation

Curriculum content

Our RSE curriculum is an integral part of our whole school PSHE education provision and will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The programme followed will be based on the JIGSAW scheme of work. This is a progressive scheme and builds year on year ensuring age appropriate learning. See Appendix A.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE Co-ordinator. Selected resources, such as books and film clips, will be used to support and enhance understanding as appropriate. RSE will be taught through a range of teaching and learning styles. We place an emphasis on active learning by discussion, investigation and problem-solving activities.

We encourage children to take part in a range of practical activities that contribute to wider society eg. Charity fundraising, or involvement in an activity to help other individuals or groups eg. Sports' Day. We organise school life and classes such that pupils are able to participate in discussion to resolve conflicts peacefully, and set agreed school and classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role

in creating a positive and supportive local community. All visitors are subject to the school's Child Protection and Safeguarding Policy.

We teach RSE in a variety of ways. Some areas are taught as a PSHE lesson eg. Families and people who care for me. Some themes are taught in other curriculum areas eg Online relationships through computer E-safety learning.

An overview of the learning in each year group can be found in Appendix A.

Safe and Effective Practice

We will ensure a safe learning environment by establishing ground rules in order to: protect pupils from possible distress; enable them to feel comfortable exploring values and attitudes; enable them to express their own opinions and consider the views and opinions of others, without the fear of negative feedback. Distancing techniques such as fictional scenarios and role play are used because this allows pupils to better engage with and discuss issues relating to issues. If pupils are asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive insight from the example. Also, pupils will be able to ask questions anonymously by use of question boxes. Children will always be signposted to sources of confidential help.

Staff teaching RSE will be supported by the PSHE co-ordinator and the SLT.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue. Teachers will follow the school safeguarding policy if an issue arises.

Engaging stakeholders

Parents will be informed about this policy through the school website. We work closely with parents to ensure that they are aware of what is being taught and provide additional resources and support through the website as appropriate. We will notify parents RSE will be taught by the termly curriculum letter and information meetings held as appropriate.

Governors will be informed of the RSE policy and curriculum through Board meeting discussion and invitation to join parent information meetings.

Pupil voice will be used to review and tailor the programme to match the needs of the children.

The right to withdraw

Statutory health education has no right of withdrawal. Children are to be taught key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. They are to be taught about menstrual wellbeing including the key facts about the menstrual cycle.

The National Curriculum of science has no right of withdrawal. Living Things and Their Habitats states that pupils should describe the life process of reproduction in animals. This describes the correct naming of the male and female body parts plus the fertilisation of the egg by the sperm.

Sex Education, which has a right of withdrawal, is the teaching of “How babies are made”. This is included in our children’s learning as an important part of their safeguarding, ensuring that it challenges misconceptions and balances the media messages that are widely seen by our pupils. Sex education is taught as a positive relationship between adults.

We will offer parents and carers the opportunity to view resources shown to children that they may be concerned about. Requests should be made, in writing, to the Headteacher.

Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education.

Impact

Teachers will critically reflect on their work in delivering RSE through individual lesson review and medium-term planning review. Pupils will be encouraged to reflect on their own learning and progress by the use of baseline assessments and extension of these at the end of a unit of learning. Pupil voice will be influential in adapting and amending the planned learning activities so that the learning is relevant and appropriate to that class.

Teachers assess the children’s work in RSE both by making informal judgements as they observe lessons and through discussion. Expectations of what a pupil needs to know, understand and be able to do at the end of each Key Stage are clear. RSE is intrinsic to all areas of learning in the Foundation Stage curriculum.

The curriculum will be monitored by the PSHE Subject co-ordinator and the SLT. The following questions will be asked on an annual basis or in light of any developments and changes in school.

- Are the intended outcomes being met? How can we tell?
- What has been successful? What made this possible?
- Have there been any difficulties? Why have they arisen?
- What do parents and pupils think of the policy?
- Are there any initiatives the school could join?

Review

This policy will be reviewed every three years, or sooner, if government guidance changes.