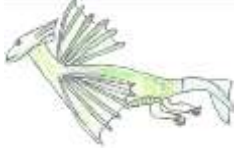


BOREHAM PRIMARY SCHOOL
A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



RELATIONSHIP AND SEX EDUCATION (RSE) POLICY MARCH 2021

Staff Consulted: 1.3.21

Approved by Governing Body: 22.3.21

Next Review Date: March 2023

Boreham Primary School

Relationship and Sex Education (RSE) Policy

Relationship to Other Policies

- Child Protection & Safeguarding
- Positive
- Science
- Personal, Social, Health Education (PSHE)
- Spiritual, Moral, Social and Cultural (SMSC)
- Equality Scheme
- Physical Education

Introduction

We have based our school's policy on the DfE guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance made Relationships Education compulsory in all primary schools. Schools also maintain a statutory obligation under the Children Act (2004) to promote their pupils wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE Programme will have a positive impact on pupils' health and wellbeing and their ability to thrive. At Boreham Primary School we believe relationships and sex education empowers our children to make informed decisions about their wellbeing, health and relationships.

While we use sex education to inform children about their bodies and sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Our school's vision statement, *'Daring to aim high, scale new heights, spread our wings and fly far,'* supports children with strong foundations of what builds a happy and healthy lifestyle and enabling all to achieve. The RSE curriculum also links closely to our seven school values; in particular respect and friendship.

Aims and Objectives

RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community. All adults at Boreham Primary School work towards providing a framework in which sensitive discussions can take place and creating a positive culture around issues of sexuality and relationships.

We seek to enable our children to:

- develop good interpersonal and communication skills
- understand the importance of stable and loving relationships and family life.

- develop loving, caring relationships based on mutual respect
- respect themselves and others, their views, backgrounds, cultures and experiences
- be prepared for puberty and the emotional and physical effects of body changes
- be able to name the parts of the body and understand the process of human reproduction
- recognise and avoid exploitative relationships
- value, care for and respect their bodies
- develop feelings of self-respect, confidence and empathy
- understand what to do if they ever feel worried or threatened by anything.

Context

We understand the importance of ensuring that all children in our school have access to their entitlement to RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RSE Curriculum meets the needs of all we will not promote one particular lifestyle over another. We will not seek to gain consensus, but will accept and celebrate difference. In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We teach sex education in the context of the school's aims and values framework. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of partnership and family life
- Sex education is part of a wider social, personal, spiritual and moral education process
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity It is important to build positive relationships with others, involving trust and respect
- Children should be empowered to say 'No' to unwanted sexual activity
- Children will be taught that 'No' always means 'No' and that EVERYONE has the right to refuse or withdraw consent and that right must always be respected
- Children need to learn the importance of self-control and what is appropriate behaviour and appropriate language

Organisation

We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum following the PSHE Association Programme of Study, we also teach some sex education through the Science National Curriculum, which contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

When children start school at Boreham Primary School they should have already learnt about how to keep bodies clean and healthy and key body part names. They will have also begun to talk about feelings within relationships and friendships.

Children in Reception follow the Early Years Foundation Stage; Personal, Social and Emotional Development (PSED). Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

In KS1, children are primarily taught the foundations of the RSE curriculum. It is important that children in KS1 have the basic foundations from the RSE curriculum as this will help them to further develop their knowledge and understanding, as they progress through the school. Children in KS1 will start to learn and understand different types of relationships, this includes healthy and unhealthy relationships, understanding each other's similarities and differences and bullying. Children will also learn about staying safe, focusing particularly on staying safe online. It is important that children also have a good understanding of a range of different emotions and how they can manage them.

In KS2 children will study the main differences between males and females, keeping clean and healthy and how to deal with conflict with relationships. Whilst in years 5 and 6, children study how their bodies are developing, puberty and how babies are made. (In Year 5 those aspects will be taught in the final half term)

In Science lessons, children are taught about the life cycle of a human and life processes.

Through the progressive PSHE curriculum we focus on forming positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

The RSE programme will be led by the PSHE and Healthy Schools Lead. Each class teacher is responsible for the planning and delivery of the lessons which will be monitored by the PSHE and Healthy Schools Lead.

Parents and carers of children in Year 5 and 6 are informed of the intended resources to be used by the school in the teaching of Sex Education and are invited to discuss the particular programme of lessons.

Special Educational Needs

As an exclusive school we aim for children to have a high-quality education. Although children may be of the same age they are at different developmental stages therefore the curriculum is differentiated to allow all children to access learning at a level which is appropriate to them.

The Role of Parents

Parents and carers are key figures in supporting their children through the emotional and physical aspects of growing up. We wish to build a positive and supporting relationship with the parents/carers of children at our school through mutual understanding, respect, trust and co-operation. In promoting this objective, we:

- Inform parents/carers about the school's sex education policy and practice;
- Answer any questions that parents/carers may have about the sex education of their child
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary;
- Inform parents/carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have a right to withdraw their child from Sex education but the children **cannot be** withdrawn from content covered in the Science curriculum as this, and the Relationships and Health education, are statutory. If you would like to withdraw your child from Sex education, after you have reviewed the curriculum content, this will need to be in writing and addressed to the head teacher with your reasons.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Care team, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call on include local clergy, social workers and our school counsellor.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the

teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will bring these to the attention of the Head teacher who is also the Designated Named Safeguarding Lead. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection & Safe School policies.)

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head teacher'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 Head of School liaises with external agencies regarding the school sex education 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 Head of School monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The RSE policy will be reviewed every two years or sooner if required by the Schools Governing Body, at which point staff, parents and children will also be consulted too.