



## **Boulevard Primary Partnership – Relationships and Sex Education (RSE) Policy**

*This policy has been developed alongside the statutory guidance from the DfE:*

### ***Relationships Education, Relationships and Sex Education (RSE) and Health Education***

*Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*

*The document states:*

*This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A. Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.*

## **1 Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

RSE teaching should make a significant contribution to the development of the personal skills needed by pupils so they can establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable loving relationships, respect, love and care. It also relates to the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation, gender or sexual activity – this would be inappropriate teaching.

## **2 Curriculum Planning**

Relationships Education is not be taught in isolation, but firmly embedded in all curriculum areas, including Science, Personal, Social, Health and Economic Education (PSHE) and in the LAB sessions.

Sex education is normally delivered in mixed gender groups, when the Scientific requirements are taught. When it is deemed more appropriate for topics to be covered in single sex groups i.e.: puberty changes, this will be arranged. External agencies such as the school nurse have been used on occasions to help deliver RSE lessons.

**Parents/carers have the right to withdraw their child from any and all RSE learning apart from those parts included in the statutory National Curriculum for Science.** Those parents/carers wishing to exercise this right are invited to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

In Year 6, children have specific sex education lessons. Before these lessons begin, parents and carers are informed that the Year 6 teachers will be talking to the children about puberty, growing up and how a baby is conceived and born, as well as answering questions they may have about these topics. They are told that the children will watch a DVD called 'Living and Growing' about adolescence and the physical and emotional changes that occur at this time. The video will be followed by a discussion. Sex education is an integral part of the school curriculum and we will ensure information is presented in a sensitive and age appropriate manner. Parents are asked if they would like to view the DVD prior to their child watching it.

All input to sex education lessons is part of a planned programme and negotiated and agreed with staff in advance. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering sex education will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Throughout all year groups, from foundation to Year 6, children will be taught to judge what kind of physical contact is acceptable or unacceptable and how to respond. This will include being aware of different types of relationship and about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. This will be delivered in age appropriate circumstances appropriate to the understanding of the children within the class. The requirements of the Science National Curriculum and the statutory requirements of Relationships Education are outlined below:

**Science National Curriculum**

Year group	Statutory Requirements	Notes and Guidance (non-statutory)
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>To develop a positive sense of themselves and others, respect others, develop social skills an ability to express their feelings and a positive disposition to learn.</li> <li>Develop an understanding that if they are scared or uncertain they have trusted adults to turn to.</li> </ul>	<ul style="list-style-type: none"> <li>Respect, friendship,</li> <li>happy, sad, worried, cross, nervous.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils 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.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be introduced to the processes of reproduction and growth in animals. 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.</li> </ul>

		<ul style="list-style-type: none"> <li>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</li> <li>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.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> <li>describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>describe the changes as humans develop to old age.</li> <li>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</li> <li>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.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</li> <li>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>

## **Relationships Education – By the end of Primary School:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

#### **4 Equal Opportunities in Teaching RSE**

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Good quality work to the best of their ability is the target for everyone. We promote social learning and expect our pupils to show a high regard for the needs and feelings of others. No child is excluded because of race, gender or religion.

#### **5 Assessment and Evaluation**

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the sex education programme outside the science curriculum is conducted using a variety of informal activities which have been built into the teaching and learning. This could include peer and self assessment. Teachers delivering sex education should constantly evaluate their lessons to inform future planning.

#### **6 Confidentiality and Child Protection 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 DSL who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the DSL and Deputy DSLs. In such incidents, the child concerned will be informed that the details they gave will need to be followed up and reasons why. The child will be supported by the school throughout the process.

#### **7 Support and Training**

All staff with specific responsibility for delivering the RSE programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

This policy should be read in conjunction with the BPP Child Protection Policy.