



# Barham Primary School

## RSE

### Policy

*Safe, Happy, Learning*

*At Barham Primary School we have the right to:*

*Article 19: Be Safe*

*Articles 28 and 29: Education*

Policy summarised by	Associate Headteacher and Lead for RSE
Approved by full governing body on:	December 2023
To be reviewed	December 2024

*.....striving for excellence*

# **Relationships and Sex Education Policy**

## **Purpose of the Relationships and Sex Education Policy**

The purpose of the policy is to:

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy which is required in all schools from Summer 2021
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE:
  - Duty to promote well-being (Children Act 2004)
  - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
  - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
  - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
  - Teach statutory RSE elements in the Science National Curriculum
  - Have an up to date policy developed in consultation with parents, staff and governors (Education Act 1996)
  - Meet the school's safeguarding obligations
  - Make the policy available to pupils and parents (Education Act 1996)
  - Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
  - Take account of the DfE guidance on RSE (2019)
  - DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013)
  - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

## **Definition of RSE**

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

**1. Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body

including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed

**2. Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line

**3. Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

## **Why is Relationships and Sex Education in schools important?**

(from guidance - Sex and Relationship Education (SRE) for the 21st century)

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools 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 can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

## **What is high quality sex and relationships education?**

The principles of high quality RSE in all schools (including those with a religious character):

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent (this includes the right to choose whether or not children want to be hugged, kissed or touched by others as well as legal ages of consent), rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated

- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

### **Partnership with parents**

We will take every opportunity to inform and involve parents/carers:

By making our commitment clear in our school brochure

By discussing personal development at parents evenings and when their child enters the school

By inviting parents to meetings to discuss Sex and Relationships Education in the school

By informing parents that they have a right to withdraw their children from Sex and Relationships Education lessons

By addressing issues related to health and safety regularly in the schools' newsletter.

### **Safeguarding/Child protection**

The school has a Safeguarding/Child Protection Policy and Procedures document.

### **Confidentiality**

Sometimes during a RSE education lesson a child may ask an explicit or difficult question in the classroom. Questions do not have to be answered immediately and can be addressed later. Teachers should use their skill and discretion on these occasions and refer to the Head Teacher if they are concerned. No teacher or adult supporting the delivery of a RSE education programme is obliged to answer personal questions from the children.

### **The use of visitors**

There are various people able to resource and support the school in the delivery of the RSE education programme. These people include parents, the school nursing service, religious leaders, police, fire fighters, road safety officers, Wizard Theatre and health professionals. Visitors will be expected to work within the terms of the RSE education policy statement.

**Assessment:**

Assessment is set against clear learning outcomes and covers the acquisition of skills as well as knowledge and understanding.

Due to the diverse nature of PSHE education this policy should be read in conjunction with Barham's policies on Drugs Education, Sex and Relationships Education, Safeguarding/ Child Protection, Inclusion, Anti Bullying, Behaviour, Physical Activity and Whole school Food and the School Travel Plan.