

What is Relationship and Sex Education?

The Government definition is this:

“It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is NOT about the promotion of sexual activity – this would be inappropriate teaching”

Currently PSHE remains a non-statutory subject, however section 2.5 of the National Curriculum framework document states that:

“All schools should make provision for personal, social, health and economic education, drawing on good practice”

HOWEVER, from September 2020 RSE will become statutory in Primary schools in England.

Why is RSE needed?

- More than ever before, children are exposed to representation of sex and sexuality through social media and social culture around them. We need to present a balanced view of RSE and help them to be discerning and stay safe.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research also shows that effective RSE delays first sexual experience and reduces risk-taking.
- Surveys of children and OFSTED have repeatedly informed us that RSE tends to be **“too little, too late and too biological”**

What are our aims of RSE?

1. To enable young people to understand and respect their bodies, and be able to cope with changes puberty brings, without fear or confusion
2. To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
3. To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
4. To empower them to be safe and safeguarded.

Won't it take away their innocence, telling them about sex?

No – the evidence suggests that high quality RSE does the opposite and delays young people's first sexual experience and helps them become much more confident and comfortable about making information choices.

Good and appropriate RSE takes away children's ignorance, not their innocence.

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Teaching about safety and relationships as part of PSHE contributes to how schools approach safeguarding of pupils. It equips them with skills, strategies and language they need to take appropriate action.

This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as meeting Ofsted expectation. Ofsted expressed concerns in a 2013 PSHE report that a lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation.

Therefore – it is clear that PSHE plays a vital part in helping to meet school's responsibilities to safeguard their pupils.

How Relationships and Sex Education is taught at Bentley Heath

The specific RSE content is taught through the CHANGING ME Puzzle of learning and provides new resources – picture cards, resources sheets and animations that are used to enhance teaching and learning. This is taught by class teachers over a 6 week block with each year group covering materials suited to age and development stage. At no point will a child be taught something inappropriate, and if a question from a child arises and the teacher feels it inappropriate to answer then refer the child back to their parents.

Whilst the core RSE content is delivered through the Changing Me puzzle, essential work is done in previous puzzles:

1. to build children's self-esteem,
2. to enhance their own sense of self in regard to their body image,
3. how to develop caring and healthy relationships
4. How to develop assertiveness skills in keeping themselves valued, safe and respected.

This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

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
- Confidentiality 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
- SMSC Policy
- Special Educational Needs Policy

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Teachers need to be aware that sometimes disclosures may be made during sessions, in which case safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk after the circle discussion closes so time/staffing needs to allow for this. If disclosures occur, the school's disclosure/confidentiality policy is followed.

Parent Communication

As part of the creation of this policy, a parent session will be held to share information openly in regards to the content and approach of the school.

Annually, a parent information session will be held, to inform parents and reassure them about the level of content and how elements of RSE teaching overlap the science curriculum.

Current Laws on RSE

Some parents/carers may wish to withdraw their child from a Sex Education lesson as part of PSHE. This is their legal right at the moment. If such a request is made, we need to engage the parents with the Jigsaw materials and staff can show how it fits in with their learning and learning in other year groups.

The Children and Social Work Act 2017 states that parents are not allowed to withdraw children from Relationships Education lessons in Primary school.

Proposed new guidance and regulations have been made public as an interim document in February 2019. They state that all Primary Schools are required to teach Relationships Education and recommends that all primary schools have a programme of Sex Education.

Maintained Primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this. (National Curriculum 2014)

Our Approach as a Church School

The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that from 2019, schools should offer 'appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships' (SIAMS 2018) The Relationships Jigsaw puzzle clearly puts the health of all relationships as the most important factor, particularly relationships with, and respect for, yourself.

The Church of England document 'Valuing all God's Children', 2017 states:

"All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

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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.

Monitoring and Review

The School Improvement Group (SIG), as part of the governing body, monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The SIG gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

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."

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Appendix 1 – Overview of RSE Content by Year Group

Year Group	Piece and number/name	Learning Intentions/vocabulary
F	Piece 3 – Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others <ul style="list-style-type: none"> • ELG - Show sensitivity to others' needs and feelings
	Piece 1 - Lifecycles	<ul style="list-style-type: none"> • Start to understand the life cycles of animals and humans • Understand what changes happen as we grow and that this is OK
1	Piece 3 – My changing body	<ul style="list-style-type: none"> • Know how my body has changed since I was a baby • Understand that growing up is natural and that everybody grows at different rates
	Piece 4 – Boys' and Girls' bodies	<ul style="list-style-type: none"> • Identify the parts of the body that make boys different to girls and use the correct names for these – penis, testicles, vagina • Respect my body and understand which parts are private
2	Piece 1 – Life cycles in nature	<ul style="list-style-type: none"> • Recognise cycles of life in nature • Understand there are some changes that are outside my control and to recognise how I feel about this
	Piece 2 – Growing from young to old	<ul style="list-style-type: none"> • Tell you about the natural process of growing from young to old and understand that this is not in my control • Identify people I respect who are older than me
	Piece 3 – Changing Me	<ul style="list-style-type: none"> • Recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Feel proud about becoming more independent
	Piece 5 - Assertiveness	<ul style="list-style-type: none"> • Understand there are different types of touch and tell you which ones I like and don't like • Be confident to say what I like and don't like and ask for help
3	Piece 1 – how babies grow	<ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby • Express how I feel when I see babies or baby animals
	Piece 2 - Babies	<ul style="list-style-type: none"> • Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • Express how I might feel if I had a new baby in my family
	Piece 4 – Boys and girls bodies (Y2)	<ul style="list-style-type: none"> • Recognise the differences between boys and girls, use the correct names for body parts – penis, testicles, vagina and appreciate that some parts of my body are private. • Tell you what I like/don't like about being a boy/girl
	Piece 5 – Family stereo types	<ul style="list-style-type: none"> • Start to recognise stereotypical ideas I might have about parenting and family roles • Express how I feel when my ideas are challenged and be willing to change my ideas

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4	Piece 1 – Unique me	<ul style="list-style-type: none"> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of egg and sperm. I appreciate that I am a truly unique human being
	Piece 2- Having a baby	<ul style="list-style-type: none"> Correctly label the internal and external parts of female and male bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 – Outside body changes (Y3)	<ul style="list-style-type: none"> Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies Identify how boys’ and girls’ bodies change on the outside during this process Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 – Inside body changes (Y3)	<ul style="list-style-type: none"> Identify how boys’ and girls’ bodies changes on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
5	Piece 1 – Self-image and body- image	<ul style="list-style-type: none"> Be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem
	Piece 2 – Puberty for girls	<ul style="list-style-type: none"> Explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 – girls and puberty (Y4)	<ul style="list-style-type: none"> Describe how a girl’s body changes in order for her to be able to have babies when she is an adult and that having periods (menstruation) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
	Piece 3– Puberty for boys and girls	<ul style="list-style-type: none"> Describe how boys’ and girls’ bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
6	Piece 1 – myself image	<ul style="list-style-type: none"> Aware of my own self-image and how my body image fits into that Know how to develop my own self-esteem
	Piece 2 - Puberty	<ul style="list-style-type: none"> Explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 3 – girl talk/boy talk	<ul style="list-style-type: none"> Ask questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 – Babies – conception to birth	<ul style="list-style-type: none"> Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.

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	Piece 4 - - Conception (Y5)	<ul style="list-style-type: none">• Understand that sexual intercourse can lead to conception and that is how babies are usually made.• Understand that sometimes people need IVF to help them have a baby.• Appreciate how amazing it is that human bodies can reproduce in these ways.
	Piece 5 - Attraction	<ul style="list-style-type: none">• Understand how being attracted to someone changes the nature of the relationship.• Express how I feel about the growing independence of becoming a teenage and am confident that I can cope with this.