Byfleet Primary School

Relationships and Sex Education Policy

Date of Approval	September 2024
Date of Last Review	September 2024
Date of Next Review	September 2027
Signed	**Richard Bowman** Headteacher
Signed	**Joy Considine** Chair of Governors

This policy has been developed in consultation with staff, governors, parents and pupils. The consultation and policy development process involved the following steps:

1. Review – PSHE Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the policy.
4. The curriculum (using SCARF) is shared with the pupils in lessons.
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. The policy is available to parents and anyone wishing to view it through the school website and kept in the policies folder in school.

The policy reflects the DfE 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance here.

DEFINITION OF RSE:

- RSE is a 'lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. (Sex Education Forum 1999).
- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

AIMS AND OUTCOMES OF RSE IN THE CURRICULUM:

At Byfleet Primary, the overall aim of RSE is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- have a better understanding of the nature of human relationships

- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions because of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

The aims of relationship and sex education (RSE) at Byfleet Primary are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

EQUAL OPPORTUNITIES STATEMENT

Byfleet Primary is committed to the provision of SRE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

MORALS, VALUES, EQUALITIES AND SAFEGUARDING:

The RSE programme at Byfleet Primary reflects our ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Further to this, RSE will support the Byfleet Primary's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

CONTENT OF THE SCHOOL RSE PROGRAMME:

Our curriculum is set out as per *Appendix 1*, but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers online.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

CURRICULUM DELIVERY

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, using SCARF, which outlines the curriculum for Yrs R-6 in half-termly units.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Relationships (RSE)	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing (RSE)

The Biological aspects of RSE are taught within the Science curriculum. The Science Policy can be found here.

At Byfleet Primary School the non-statutory stand-alone Sex Education (which SCARF classify as "How a baby is conceived" is delivered once a year in Years 5 and 6. The content is delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Resources to be used are:

- PSHE Ground Rules are used in all PSHE and RSE lessons
- Pupils can ask anonymous questions by writing them down
- Resources used are flexible to meet the needs of the pupils and curriculum and are made available to parents
- Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.

Puberty glossary:

- On occasion, visitors are invited into school because of the expertise or contribution they can make – this is to enhance the provision already in place through the taught PSHE (RSE) curriculum

- Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All visitors are always supervised/supported by a member of staff
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

The rest of the RSE content is taught in PSHE and Science by the class teacher.

PARENTAL INVOLVEMENT:

Byfleet Primary is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents are/will be provided with the opportunity to find out about and discuss the school's programme through involvement in policy development, involvement in curriculum development, the school website and prospectus, displays and an open-door policy.

- *Parent guide to Understanding Relationships and Health Education*
- Information for Parents about RSE from SCARF
- BPS RSE Information for parents Year Group content Overview

To promote effective communication and discussion between parents and their children, we will notify parents through information evenings, termly curriculum maps and the school website about when aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN:

Parents have the right to withdraw their children from the **non-statutory/non-Science** components of RSE only. This part is:

The statutory guidance states that sex education should ensure children know how a baby is conceived. According to SCARF, the curriculum we follow at Byfleet, they interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction), which is dealt with in an age-appropriate manner.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Parents are informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

· safeguard and promote the welfare of their children,

· advance the 2010 Equality Act,

· encourage the spiritual, moral, social and cultural development of pupils,

· foster British values, and

· prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

If parents wish to withdraw their children from RSE we will signpost information that they can use in the home and will ensure that staff are aware of the parents' wishes should a conversation arise about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn, so that they can handle this conversation sensitively. ON SCARF there is a parent's link to suggested websites and reading material for Y6 pupils and their parents:
https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7

Byfleet Primary engages parents in RSE and encourages them to discuss appropriate issues such as growing up, emotions/feelings, relationships and sex with their children through providing them with the content and plan for the curriculum that year.

ADDRESSING SENSITIVE ISSUES RELATED TO RELATIONSHIPS AND SEX EDUCATION:

Byfleet Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to one of the Designated Safeguarding Leads (DSLs) if they are concerned.

Byfleet Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively, in line with Byfleet Primary's Behaviour Policy. The school liaises with parents on this issue to reassure them of the content and context.

Many conversations with staff, parents and pupils can prove delicate and must be handled appropriately and with sensitivity. Areas within the PSHE (RSE) curriculum can provide a concentrated number of sensitive topics, questions and issues. Where possible consideration should be given on how best to address issues before they arise.

CONFIDENTIALITY:

Byfleet Staff cannot offer or guarantee pupils unconditional confidentiality, this should be understood by all staff and pupils and embedded using PSHE Ground Rules. Staff should follow the school procedures as set out in Byfleet Primary's Safeguarding and Child Protection Policy if they feel that a pupil is 'at risk' or 'in danger' and speak to one of the school's DSLs.

HOW THE RELATIONSHIPS AND SEX EDUCATION PROGRAMME IS MONITORED, EVALUATED, AND ASSESSED:

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Elements of the sex education in the Science curriculum are assessed formally (See the above link to the Science Policy)

Assessment and evaluation of the RSE programme outside the Science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

ROLES AND RESPONSIBILITIES

THE GOVERNING BOARD/Local Advisor Board

The governing board will approve the RSE policy and hold the headteacher to account for the implementation of this policy.

THE HEADTEACHER

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-Science components of RSE.

STAFF

Staff, under the leadership of the PSHE lead, are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-Science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

LINKS TO OTHER POLICIES AND ADVICE:

This RSE Policy is supported by, but not limited to:

Science Policy	PSHE Policy	Behaviour Policy	Health and Safety Policy
Safeguarding/Child Protection Policy	School Visits Policy	Equality Policy	Anti-bullying Policy
Intimate Care Policy	Relationships Education, Relationships and Sex Education (RSE) and Health Education - DfE		

APPENDIX 1 -RSE Curriculum Overview

CURRICULUM	
EYFS The Early Years curriculum has a specific strand called Personal, Social and Emotional Development. This involves helping children to: • develop a positive sense of themselves, and others; • to form positive relationships and develop respect for others; • to develop social skills and learn how to manage their feelings; • to understand appropriate behaviour in groups; • and to have confidence in their own abilities	
Key Stage 1 Pupils learn to recognise similarities and differences between themselves and others. Identify and share their feelings with each other. Recognise safe and unsafe situations and can identify and be able to talk to someone they trust. That family and friends should care for each other. That there are different types of bullying, that bullying is wrong, and how to deal with bullying.	Key Stage 2 Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. · They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life to promote their own mental health and well-being of others. Life processes are discussed including the emotional and physical changes that take place at puberty, why they happen and how to manage them. To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their friends and family and others positively.

	To recognise the risks in different situations and then decide how to behave responsibly including sensible road use and judging what kind of physical contact is acceptable and unacceptable.

By the end of Primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage[13] represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.

Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

	• how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Key vocabulary that is covered in RSE in each year group can be viewed here.