



Blanche Nevile School

Relationships and Sex Education Policy – Primary School

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Introduction

1. The purpose and aims of the policy

Our aim is to present a caring and developmental Relationships and Sex Education programme. At Blanche Nevile, the objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme will help young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

At Blanche Nevile, we realise that much of the literature published is not accessible to Deaf children and we therefore ensure that our teaching and learning resources are all tailored to meet the needs of our Deaf learners. They also need appropriate vocabulary and language/sign in addition to knowledge and the skills appropriate to their level of maturity and developmental needs.

Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's actions. Relationship and Sex will always be taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. To this end the lead subject area in delivering RSE will be Personal, Social & Health Education (PSHE). Furthermore, in teaching about safety and safe touch, there is inevitably an increased possibility of disclosure of abuse. Should such disclosures arise, the school's Safeguarding Policy is adhered to in order that appropriate actions are taken to ensure the safeguarding of individual pupils.

While we use Relationship and Sex Education to inform children about 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. During Relationships and Sex Education, students will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, clear, sensitive and respectful manner. This inclusive teaching is designed to ensure all pupils feel that the content is relevant to them and complies with the relevant provisions of the Equality Act 2010. Content encourages students to reflect on their individual responsibility in regards to spiritual, moral, social and cultural values, attitudes and beliefs, at school and in society.

It is also important to note that at Blanche Nevile School we realise that although local authorities play an important, supportive role, for example in suggesting materials to aid teachers, ultimate decisions about Sex Education rest with school governing bodies, having regard to the Government's Sex and Relationship Education Guidance and in consultation with parents/carers. This document is a response to this responsibility.

2. Values and Aims

Set in the broader context of the development of the whole person, our ethos for RSE reflects the whole school aims of providing a caring community in which young people can learn to respect themselves and others whilst taking responsibility for their own actions. We are committed to the health and safety of all members of the school community and will take action to safeguard their well-being:

- To clarify / reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To teach students the correct vocabulary to describe themselves and their bodies.
- To learn about how humans reproduce
- To learn about the importance of family life
- To discuss moral questions
- To learn about relationship issues
- To respect the views of other people
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To develop skills for a healthier safer lifestyle

- To help gain access to information and support
- To learn about keeping safe whilst using the computer and mobile technology
- To help pupils identify and report abuse – including child-on-child abuse and domestic violence.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

3. Organisation of teaching

We teach Relationship, Sex Relationship and Sex Education through different aspects of the curriculum. While we carry out the main Relationship, Sex Relationship and Sex Education teaching in our Personal, Social and Health Education (PSHE) curriculum, we also teach some Relationship and Sex Relationship and Sex Education through other subject areas (e.g. Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE we follow the statutory RSE guidance which outlines learning aims for the end of primary school in areas such as families and people who care about me; caring friendships; respectful relationships; online relationships and being safe.

In the Foundation Stage, children are taught about feelings, friendships, hygiene and keeping healthy.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about families/people who care about me, friendships and the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. From the age of five the PANTS rule is introduced (See Appendix 1).

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth and focus on being safe.

In Upper Key Stage 2 (Years 5 and 6), we place a particular emphasis on relationships and health education, as many children experience puberty at this age. We also discuss how to stay safe online and respect ourselves and others when the internet. We liaise with the Local Health Authority, the NSPCC and relevant deaf organisations about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers of children in Upper Key Stage 2 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

4. The role of others:

Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationship and Sex 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.

Parents

Parents and carers have a key role in contributing to children's Relationship and Sex Education. We build a positive and supporting relationship with our parents through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationship and Sex Education policy and practice;

- When possible, we offer coffee mornings / zoom meetings for parents to attend which offers parents insights into what will be taught to their child regarding relationships and sex education and offers a space where they can ask questions, learn related signs and offers tips on how to have conversations with their child regarding these topics.
- Answer any questions that parents may have about the Relationship and Sex Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school;
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Ensure learning is culturally appropriate and inclusive of all children. For example, addressing any particular issues in single sex groups;
- Inform parents about the best practice known with regard to Relationship and 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 the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE;
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education);
- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty);
- If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child;

External Professionals

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 Primary Care Trust, such as the school nurse and other health professionals, give us valuable support with our Relationship and Sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

5. Monitoring and review

The Curriculum Committee of the governing body monitors this policy on an annual basis and reports its findings and recommendations to the full governing body. The Curriculum Committee gives serious consideration to any comments from parents about the Relationship and Sex 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 Relationship and Sex programme that we teach in our school.

Related Policies

- E-safety
- Safeguarding
- Anti-Bullying
- Curriculum



LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

P RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.



N O MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



T ALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.



S PEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.



Remember all of these rules and they'll help you stay safe, just like Pantosaurus

