



RELATIONSHIP & SEX EDUCATION POLICY

(Including Early Years Foundation Stage)



Author	Alison Balsamini	Director of Welfare
Approved by	Joe Masterson	Headmaster
	Jo Storey	Group Lead Education, Compliance & Safeguarding
	John Forsyth	Chairman, Forfar Education
Next review	January 2024	

Relationship & Sex Education Policy

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

Secretary of State (2021)

Scope of document

At Brackenfield School, we recognise our responsibility to promote spiritual, moral, cultural, mental and physical development of our pupils.

This policy has been written in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. It will be taught as part of our Personal, Social, Health, Emotional and Economic Education (PSHE).

This policy takes account of the following documents and guidance:

- Education Act (2011)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2022)
- Learning and Skills Act (2000)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2021)
- Statutory Guidance SRE for the 21st Century 2014
- The Education (Independent School Standards) Regulations April 2019
- The Equality Act 2010
- The Independent Schools Commentary on the Regulatory Requirements September 2019
- PSHE Association programme of study 2021

This policy is to be read in conjunction with all other policies.

Please particularly cross refer to the following:

- Child Protection and Safeguarding Children
- Anti-Bullying including Cyber bullying
- Behaviour
- Computing
- Curriculum
- E-Safety
- PSHE
- Science
- SMSC Curriculum

Aims

We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents, will enable pupils to learn about moral, physical and emotional development as part of our PSHE programme. We will ensure that all children receive their sex education in the wider context of relationships and that they are prepared for the opportunities, responsibilities and experiences of adult life.

We believe that teaching RSE is vital and helps us to fulfil our duties to protect, safeguard and promote the wellbeing of our pupils.

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body and sexuality. It is not about the promotion of sexual orientation or sexual activity.

RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows pupils to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development. Research has shown that children want information about changes and situations they will experience before they happen to them.

A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to lead the way and this will promote an open dialogue between parent and child.

Aims and Objectives for RSE

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others (including safety on-line)
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To allow pupils the opportunity to build confidence which will enable them to be participating members of society and to value themselves and others and help them deal with difficult moral and social questions
- To develop skills for a healthier, safer lifestyle (including mental health)
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies, physically and emotionally
- To support children to develop a strong sense of self and skills to shield them from unhelpful messages about body image for puberty and adulthood
- To engender an understanding of the importance of family life, stable and loving relationships, respect, love and care

Moral and Values Framework, The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex and sexuality appropriate to pupils at each stage in their development and maturity.

All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by our whole school community.

RSE will be taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sex and consent.

Teaching of RSE will ensure that pupils:

- value relationships which are based on mutual respect, care and goodwill
- value and respect themselves and others for who they are, not for what they have or what they can do
- value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- promote equality in relationships, recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs
- value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another
- understanding the importance of practising safe sex when they are of the age and stage of partaking in a sexual relationship

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of RSE.

Teaching & Learning

The RSE programme will provide information which is easy to understand and relevant to the age and maturity of the pupils. RSE is taught within the PSHE programme and biological aspects of RSE are taught within the Science curriculum. This is led by Alison Balsamini in KS2 and Emilie Moon in KS1.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and pupils are encouraged to reflect on their learning. It is delivered either in mixed or single gender groups. Parents can view the PSHE curriculum map on the school website [here](#) and are invited to view the content in more detail beforehand, if they so wish.

Learning outcomes for RSE

The education will focus on friendship, different kinds of relationships, respect for others and the building of self-esteem. Any questions relating to reproduction will be dealt with in a sensitive manner and answered in a truthful way as and when they arise.

EYFS

By the end of Reception class children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

Infants (Key Stage 1)

By the end of Year 2, children will:

- Begin to recognise similarities and differences between themselves and others
- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know which people we can ask for help
- Recognition and comparison of the main external parts of the bodies of humans
- Humans and animal production of offspring and their growth into adults
- Similarities and differences between self and others and how to treat others with sensitivity
- Children will learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.
- They learn about the importance of personal hygiene to maintain good health.
- They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.
- They also learn about personal safety.

Juniors (Key Stage 2)

By the end of Years 3 and 4, children will:

- Life processes common to humans and other animals including nutrition, growth and reproduction
- Stages of the human life cycle
- Understand the meaning of personal space and that people may require personal space
- Understand that all families are different and have different family members and are not only defined only by a mother and father
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Accelerated learning will be included for more mature students who may require knowledge about puberty at an earlier stage – This will be carried out discreetly as and when required

During Years 5 & 6, children will:

- Describe how to manage physical and emotional changes
- Explain the physical, emotional and social changes in puberty, including personal hygiene
- Understand male and female puberty changes
- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Talk about puberty and reproduction with confidence

- Know some basic facts about pregnancy, conception and birth
- Know what a coercive and controlling relationship, including friendships, might look like
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong
- Be able to deal with emotional and social issues and challenges that may arise

By the end of Year 6, pupils will know:

- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are and born and how they need to be cared for
- that there are ways to prevent a baby being made
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

In Science, children build on their knowledge of life cycles and learn about the basic biology of parts of the body and human reproduction. Pupils will learn to think about the different social contexts, influence and beliefs that affect personal behaviour. All staff are alert to signs of abuse and know the correct Child Protection and Safeguarding procedures to follow as the result of disclosures during Relationship and Sex Education sessions. Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate. Questions that arise from the children will be answered honestly, factually and in the context of safe, supportive and loving relationships provided they are appropriate. Any inappropriate questions will be acknowledged and answered at an appropriate time to appropriate individuals.

To help build confidence, children will be encouraged to take an active role in the lessons and ground rules will be agreed before the start of the lesson to help create a safe environment for both teacher and pupil. To help avoid embarrassment and to protect privacy, distancing techniques will be used such as invented characters and use of appropriate videos.

Computing Curriculum

Children will be taught about online safety as part of the ICT and PSHE Curriculum. The internet and social media are important resources for learning and gathering information and here at Brackenfield, we reinforce from the infants through to Year 6 the importance of keeping safe online; pupils are taught about how to seek help if they have any concerns, the importance of telling an adult if they are uncomfortable about anything they see online, including cyber-bullying, and the importance of having security software installed on their devices.

Parents and Relationships and Sex Education

Parents are consulted when the policy is reviewed and invited to share their proposals. The school is committed to working with parents who play a vital part in every child's relationships and sex education and we encourage parents to share this responsibility. Parents are welcome to liaise with teachers daily if they would like to discuss anything, as part of our open-door policy.

Withdrawal of pupils from RSE

Under the 1993 Education Act, parents had the right to withdraw children from the school's RSE programme except those in the statutory Science National Curriculum (biological aspects of human growth and reproduction). **Since September 2020, parents only have a right of withdrawal for the sex education modules of RSE.** The school will inform parents when sex education aspects of the RSE programme are taught and parents will complete a form giving them the option to withdraw their child. This is returned to school and we will provide opportunities for parents to view content of the materials being used, beforehand, if requested.

Special Educational Needs

Pupils with special educational needs, learning difficulties or disabilities have the same entitlement to relationship and sex education as their peers. Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs to ensure all children have full access to the curriculum. Differentiation for children with Special Educational Needs will be achieved through the adjustment of teaching methods and the provision of additional resources.

Equal Opportunities

We will provide an RSE programme which is accessible to all children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons are chosen carefully to avoid stereotypical images. Teaching activities are designed to ensure that they engage both boys and girls and at times single sex groups might be appropriate. Pupils are given the opportunity to choose to be taught together or in single sex groups for the sex education elements of the curriculum.

Lesbian, Gay, Bisexual and Transgender + (LGBT+) In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we as a school consider it appropriate to teach pupils about LGBT we ensure that this content is fully integrated into their programmes of study. This is usually as part of the Year 6 curriculum, but if we felt that circumstances required it, we would deliver it sooner.

Name of policy RSE Policy	Policy reviewed/amended date December 2021 (V2) January 2022 (V3) January 2023 (V4)
Original policy date September 2020	Current version V5
Date of new review	January 2024