

# Relationships and Sex Education Policy

Formulated: November 2019

Last updated: November 2022

To be reviewed at LSC September 2023

## Introduction

Beckfoot Heaton Primary School and Nursery is an academy school and part of the Beckfoot Trust, in the Bradford Metropolitan District, catering for children aged from 2 to 11.

For the purposes of this policy the term “Pupil” constitutes all children who are under direct supervision of one or more of the Units of the School.

## Aims of the policy

Children will be able to:

- Understand about the range of relationships, including the importance of family for the care and support of children
- Develop confidence in talking, listening and thinking about feelings and relationships
- Be able to name parts of the body and describe how their bodies work
- Be prepared for puberty
- Understand the consequences of their actions and behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role the media plays in forming attitudes

## Objectives

As part of RSE, pupils will be taught about different kinds of families and that no family model is better than another. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting

the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

## **Teaching and learning including delivery of the curriculum**

We teach RSE through the Jigsaw scheme, although relationships education is woven through every aspect of school life and curriculum. Sex Education is taught through the 'Changing me' topic in the summer term. Jigsaw lessons are taught every Monday morning. Some aspects of the RSE curriculum are taught through science lessons (Appendix 1). All sex education lessons are taught in single gender groups and are taught by familiar adults to reduce pupil anxiety. Year 4 girls learn about puberty and changes to their bodies. All children in year 5 and 6 learn about puberty and have the opportunity to ask questions about changes they will experience. We do not teach conception to all pupils. We will make the decision annually whether it is appropriate to teach conception to groups of children in year 6. Parents retain the right to withdraw their child from this lesson. Parents also have the right to withdraw their daughter from the year 4 puberty lesson.

From September 2020 relationships education became compulsory in primary schools for the first time. The focus is on healthy, respectful relationships, concentrating on family and friendships, on and offline. Lessons will cover issues such as talking about emotions, online safety, body image, consent and harassment (in an age-appropriate way), stereotypes, respect and self-respect, tolerance and trust.

The key areas of learning are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Lead members of staff**

Responsible for Health and SMSC. The lead members of staff will:

- Develop this school policy and ensure it is reviewed annually
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- Ensure that all staff are up to date with resource, policy changes, and are familiar with school policy and guidance relating to RSE
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils

- Ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- Support parent/carer involvement in the development of the RSE curriculum
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate
- Ensure that provision of RSE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested

### **All staff will:**

- Ensure that they are up to date with this RSE policy and curriculum requirements regarding relationships and sex education
- Report back to Health and SMSC Leader/Head of School on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- Attend and engage in professional development training around relationships and sex education provision, when appropriate
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it

### **Parents/carers**

The school will:

- Keep parents/carers informed about all aspects of the RSE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy
- Provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their

children in school by ensuring they are aware they can contact the Health and SMSC Leader

- Expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- Encourage parents/carers to seek additional support in this from the school where they feel it is needed

## Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions:

- 'That is something that may be covered later on, maybe at high school.'
- 'I can't answer that question, but you could ask your parents/carers.'

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable about. In such situations, they may wish to put the question to one side and seek advice from the Child Protection Officer or another senior member of staff.

Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by, for example:

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in the question box
- Staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up

- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

## **Monitoring and evaluation**

Monitoring is an ongoing process that checks the degree to which a programme or scheme of work is being effectively implemented. Monitoring answers questions such as is the programme effectively managed; are staff clear about their roles and responsibilities; and are pupils being taught the programme as planned? Monitoring activities which we will carry out may include:

- Lesson drop ins
- Regular review of the RSE policy and programme and planning

## **Special educational needs and learning difficulties**

RSE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons (for example, by using different strategies) to ensure that the vast majority of children can access the information; we recognise that some aspects of RSE will not be accessible for individuals with very significant learning needs.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

## **Safeguarding and child protection**

RSE plays an important part in fulfilling the statutory duties all schools have to meet. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. Children have the right to:

- Respect their own body
- Speak out and know that someone can help

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our pastoral system and safeguarding arrangements. If the school has any reason to believe a pupil is at risk, advice from Leeds Child Protection Team will be sought. We recognise that children are capable of abusing their peers and that peer on

peer abuse can manifest in many different ways, including on-line bullying, sexting, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

## **Confidentiality**

No one working with children can agree confidentiality if a child is thought to be at risk. Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques can be used to protect pupils' privacy and avoid any possible embarrassment.

When children make disclosures, they are placing their trust in the member of staff's judgment and acknowledging that they need help. If a child makes a disclosure, it is not appropriate for a member of staff to offer complete confidentiality. Before allowing a child to make a full disclosure, therefore, it is essential that the member of staff should explain to the child that the information might need to be passed on to the designated teacher for child protection who may make a record and pursue child protection procedures if necessary. The pupil's right to privacy should be respected, regardless of the gravity of the incident, so sensitive information should only be shared with relevant staff/agencies. This follows procedures set out in our Child Protection Policy.

## **Complaints**

Parents or carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's complaints policy.

## **Appendix 1**

Statutory guidance

### **National curriculum in England: science programmes of study**

Updated 6 May 2015

### **Year 1 programme of study**

Animals including humans

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense

## Year 2 programme of study

Animals, including humans

Pupils should be taught to:

- Notice that animals, including humans have offspring which grow into adults

## Year 3 programme of study

Plants

Pupils should be taught to:

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

## Year 5 programme of study

Animals including humans

Pupils should be taught to:

- Describe the changes as humans develop to old age

Living things and their habitats

Pupils should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction In some plants and animals

## Appendix 2

Jigsaw plan summer term 2

	Week 1	Week 2	Week 3	Week 4
Reception	My body	Growing up	Fun and fears	Celebration
Year 1	Life cycles	Changing me My changing body	Learning and growing	Coping with changes

<b>Year 2</b>	Life cycles in nature Growing from young to old	The changing me	Assertiveness	Looking ahead
<b>Year 3</b>	How babies grow	What babies need to grow	Stereotypes	Looking ahead
<b>Year 4</b>	Unique me	Circles on change Girls and puberty (girls only)	Accepting change	Looking ahead
<b>Year 5</b>	Self and body image	Puberty for girls Puberty for boys (taught separately)	Looking ahead	Looking ahead to year 6
<b>Year 6</b>	Self-image	Puberty talk (girl/boy) taught separately	Transition to secondary school	Transition to secondary school