

Policy on Relationships and Sex Education

(RSE)



Next review: Autumn 2023

Bussage Primary School is a Church of England Voluntary Aided Primary School and this policy is written within the context of the Christian faith, practice and values which underpin our ethos, and which are in keeping with our Trust Deed.

Our school's Christian ethos is that all pupils, whatever their ability or talents, are created in the image of God, and are loved equally by him.

Our school's mission is to provide a learning and development environment in which all pupils and staff can make the most of their God given potential and aspire to "be the best that they can be."

Our school vision is built upon the four cornerstones of WISDOM, HOPE, COMMUNITY and DIGNITY.

Statutory	Yes
Web-Site	Yes
Owner	Head
Principle Author	Head
Committee	Personal Development

Delegation and Review	
Max. Permitted	Committee
Determined	Committee
Review	Governors Decide
Frequency	Every three years

Contents

1.	Related Policies	3
2.	Introduction	3
3.	Context	4
4.	Our Duties.....	5
5.	Should We Teach Sex Education?	5
6.	Aims and Objectives	5
7.	Approach and Organisation	6
8.	The Role of Parents.....	7
9.	The Role of Other Members of the Community	8
10.	Confidentiality	8
11.	The Role of the Headteacher.....	8
12.	Complaints	9
13.	Monitoring and Evaluation	9
14.	Policy Review	9
15.	Appendix.....	9

1. Related Policies

The following school policies relate to this one and should be considered and/or referred to when reading:

Ethos, Vision and Values
Child Protection and Safeguarding
Confidentiality
Mental Health and Wellbeing
Curriculum
Early Years and Foundation Stage
SEND
Children with health needs who cannot attend school
Online Safety
Acceptable Use (of IT)
Equality
Behaviour
Anti-bullying
Anti-harassment
Community Cohesion
Complaints

2. Introduction

2.1 For brevity, throughout this policy when we refer to "parent", we mean any person who has parental responsibility in law for a child who attends our school. This may, for example, include foster parents, carers etc.

2.2 Our school's policy on relationship and sex education is based on the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

We aim to comply in with that guidance in all respects in so far as it applies to our setting. That guidance lists in detail all the other legislation and guidance upon which it rests. Readers of this policy are encouraged to refer to the guidance.

2.3 At primary level, Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This includes both actual physical relationships and virtual (e.g. online) relationships. Relationships Education is mandatory for all pupils. Pupils cannot be withdrawn from sessions.

2.4 At primary level, Sex Education is teaching the fundamentals of the human sexual relations. Our school will set out in advance for parents what exactly the content of our Sex Education sessions are. We will also provide parents with access to the session material. offer parents the right to withdraw their child from such sessions. Sex Education is optional for the school. Primary schools are required to seek and take account of parent's views about teaching Sex Education but it is the school's decision as to whether or not to teach it and what to teach. Parents have the right to be notified in advance of sessions and to withdraw their child from such sessions. At primary level, the Headteacher **must** respect the parents' decision to withdraw their child though they may (and are encouraged to) have a conversation with parents considering this to ensure that their decision is a fully informed one.

2.5 Some aspects of human reproduction are included in the [National Science Curriculum](#). This curriculum is mandatory for all pupils. We take care to ensure these lessons don't stray into sex education. Pupils cannot be withdrawn from these sessions.

- 2.6 Under the guidance, schools may choose to deliver their Relationships and Sex Education as an integrated part of their Personal, Health, Social and Economic (PHSE) education. The requirements of PHSE can be found [here](#). In our school we have decided to adopt this approach.

3. Context

- 3.1 The overarching context for our policy is our Christian Ethos and Values which we publish on our web-site. Christianity is a faith centred on the love and person of Jesus, his and our relationship with God with other people and his examples and teachings about us and about how people should interact with one another. Life is about relationships. Communities and societies are built on relationships and two of our four ethos cornerstones are pivotal in influencing our school's approach to this vital area of our teaching:

- COMMUNITY and
- DIGNITY

All of our schools Christian Values are about how we behave, how we feel about ourselves and how we interact with others:



3.2 Both Off line and Online

Relationships of varying kinds and intensities are formed in the physical world but also, increasingly, in the virtual world of information technology, social media and online gaming. All types of relationships are equally part of the reality children must navigate as they develop and present both opportunities and risks to our pupils. Our RSE programme recognises that the types of relationships which are possible evolve continuously. We aim to guide children through this always emphasising their safety, wellbeing and self-respect and the safety, wellbeing of, and respect for, those with whom they interact.

4. Our Duties

Under the statutory guidance we **MUST**

- 4.1 Do everything we can to keep children safe and to protect pupils from all forms of physical, mental or spiritual harm or abuse is always our top priority and to deal promptly with any concerns about harm or abuse. This is dealt with under our Safeguarding and Child Protection Policy.
- 4.2 Always teach in a way that is age appropriate, sensitive to children's varied backgrounds and different rates of development, takes into account the variety of relationships that exist within our society and is not discriminatory and is tailored to ensure that any pupils with SEN(D) or who may be otherwise disadvantaged are given any additional support that is appropriate to assist their learning and development.
- 4.3 Teach in a way that is consistent with our school's ethos and values.
- 4.4 Prepare children as best we can for secondary school and what situations and experiences they may encounter as they prepare to move there.
- 4.5 Specifically, we **MUST** teach and support all of our pupils as they grow and develop about:
 - Relationships as per the [Relationships and Sex Education guidance](#).
 - Animal and human biology as per the [National Science Curriculum for primary schools](#).
 - Physical development, exercise and physical and mental health and wellbeing ([PHSE](#)).
- 4.6 As a primary school, we **MUST** also **CHOOSE** whether or not to teach any Sex Education over and above those elements which are statutorily included in the above three areas.
- 4.7 We **MUST** consult effectively with parents about our Relationships and Sex Education policy and about our plans for teaching (or not teaching) Sex Education in particular.
- 4.8 If we decide to teach Sex Education, we **MUST** inform parents before we teach this material and offer parents the opportunity to withdraw their child from these lessons (only) if they wish to do so. By law, parents may not withdraw their children from PHSE, Relationships Education or Science lessons.

5. Should We Teach Sex Education?

- 5.1 **As a school, we believe that we should teach our pupils about sex but only in an age appropriate way and always sensitively.** Children explore these areas as they pass through puberty and it is better for them to be informed than ignorant as they prepare to transition to secondary school.
- 5.2 However, we will actively and regularly (at least every three years) consult with parents about what we propose to teach in this area and also about whether or not we should do so.
- 5.3 We will structure our lesson planning so that any Sex Education that we teach is kept distinct so that it is clear which lessons, if any, parents have a right to withdraw their child from.

6. Aims and Objectives

- 6.1 In **PHSE**, we teach children about:
 - the physical development of their bodies as they grow into adults (including puberty)
 - respect for their own bodies
 - respect for the bodies, personal space and belongings of others
 - physical health and wellbeing

- mental health and wellbeing
- spiritual health and wellbeing
- risks, harms or dangers to their health or wellbeing
- relationships (see below)
- sex (see below)

6.2 In **Science**, we teach children about:

- the way humans reproduce

6.3 In **Relationships Education**, we teach children about:

- families and people who care for them
- caring friendships
- respectful relationships
- online relationships
- being safe
- types of abuse
- what to do if they are concerned or feel unsafe
- the laws about marriage, partnerships, sexual activity and ages of consent
- sexual morality and responsibilities
- the importance of any sexual activity being part of a committed, long-term, loving relationship

6.4 In **Sex Education**, we teach children about:

- the basic mechanism (only) of sexual intercourse

(We consider any further education about sex to be the responsibility of parents and/or secondary education).

6.5 When we inform our pupils through Sex Education, we do this in a context of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We never use sex education as a means of either promoting, denying or denigrating sexual activity or any particular sexual orientation(s).

7. Approach and Organisation

7.1 We have reviewed available curriculum materials and also considered whether or not to build our own curriculum for PHSE. We have decided to teach Relationships and Sex Education within our overall PHSE curriculum which we purchase from a leading provider called Coram Life Education. We use their SCARF curriculum for primary schools throughout the school (i.e. across all year groups).

7.2 Information on Coram Life and the SCARF (Safety, Caring, Achievement, Resilience, Friendship) curriculum can be found on their web-site:

<https://www.coramlifeeducation.org.uk/>

7.3 Our teaching lead for the school is	Mr Andrew Ferguson (Headteacher)
Our curriculum lead is	Mrs Zoe White (Deputy Headteacher)
Our PHSE lead is	Mrs Esther Trim
Our SENDCO is	Mrs Esther Trim
Our Science lead is	Mrs Jenny Edwards
Our Y6 teacher is	Ms Julie Sullivan
(who, supported by our Headteacher, teaches our Sex Education sessions)	

7.4 Working together and led by our Headteacher, this team ensures that we have selected the best possible curriculum for PHSE and that it includes all aspects necessary for

Relationships and Sex Education in an age appropriate way. The team (and, in particular, the Headteacher and the Y6 teacher) also ensures that any curriculum sessions which constitute Sex Education are clearly flagged so that parents can be notified and also must ensure that such sessions do not include other necessary aspects of the curriculum which a child who is withdrawn would miss. This may mean that the Sex Education session(s) need to duplicate some material also covered elsewhere to put the Sex Education elements into a suitable context.

- 7.5 Delivery of our PHSE curriculum across the school is delegated to each Year Group teacher.
- 7.6 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.
- 7.7 In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 7.8 In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. 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 children's 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.
- 7.9 Well in advance of teaching these lessons in Y6, we arrange a meeting for all parents of children in Year 6 to discuss this particular programme of lessons (which will include our sex education), to explain what the issues are, and how they are taught, and to view examples of the materials the school uses in its teaching. This may be a physical meeting (preferred) or it may be held virtually. We also make it clear to parents at this stage that they have the right to withdraw their child from some of these lessons, which ones, and how they would go about doing so. We also tell parents what their child will be doing instead and how they will be supervised and kept safe while away from the rest of the class. We offer parents the opportunity to discuss any concerns they have with the Headteacher before they opt to withdraw their child. We will always respect the parental decision to withdraw a child from these lessons.
- 7.10 A summary of the Coram Life SCARF programme by year group can be accessed via the Appendix to this policy.

8. The Role of Parents

- 8.1 The school is well aware that the primary role in children's sex education lies with parents. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.
- 8.2 To promote this objective, we:
- inform parents about the school's Relationships Sex Education policy and practice;
 - answer any questions that parents may have about it;

- take seriously any issue that parents raise with teachers or governors about this policy, or about our arrangements for Relationships and Sex Education;
- encourage parents to be involved in reviewing the school policy, and we will carefully consider making modifications to it in response where appropriate;
- inform parents and about best practice with regard to Relationships and Sex Education, so that the teaching in school supports the key messages that parents give to children at home.

8.3 We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

8.4 **Right to Withdraw**

Parents have the right to withdraw their child from sex education lessons (only) that we teach in our school. 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. The school always complies with the wishes of parents in this regard.

9. **The Role of Other Members of the Community**

9.1 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 Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our PSHE programme. Other people that we may call on include local clergy, social workers, youth workers and relevant persons at the Diocese.

10. **Confidentiality**

10.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policies on Confidentiality and on Child Protection and Safeguarding).

11. **The Role of the Headteacher**

11.1 The Headteacher is responsible for ensuring that our whole curriculum including coverage of PHSE and Relationships and Sex Education within PHSE is well designed, effective and delivered well having clear intent, effective implementation and measurable, positive impact.

11.2 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Relationship and Sex Education Policy, and that this policy is implemented effectively.

11.3 It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about Relationships and Sex effectively, and handle any difficult issues with sensitivity.

11.4 The Headteacher will also assist staff when required in answering difficult questions which may arise from pupils or parents as regards Relationships and Sex Education.

12. Complaints

- 12.1 If parents have a concern or complaint about anything in this policy or in relation to its delivery in the school they should discuss it with the class teacher in the first instance. If remain dissatisfied they should follow the school Policy on Complaints which is available on the school web-site or from the school office.

13. Monitoring and Evaluation

- 13.1 The delivery of Relationships and Sex Education, effectiveness of this policy and compliance with it is monitored and evaluated by the Headteacher.
- 13.2 The governing body is responsible for approving overseeing the policy and the Headteacher will report to governors on its effectiveness.

14. Policy Review

- 14.1 This policy will be reviewed every three years, or earlier if necessary.
- 14.2 Whenever it is reviewed parents will be consulted about it as part of that review.

15. Appendix

Further information about the Coram Life Relationships and Sex Education programme as part of their SCARF Curriculum can be accessed in the separate Appendix to this policy.