



## Relationships and Sexual Education (RSE) Policy

DATE	REVIEW DATE	COORDINATOR	NOMINATED GOVERNOR
May 2022	May 2023	Emma Gilbert	Dr Katie Mills

### Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationship and Sex Education. Our school's policy on Relationship and Sex Education (RSE) is based on the DfES document 'Relationship and Sex Education Guidance'. Documents that inform the school's RSE policy include: Education Act (1996); Learning and Skills Act (2000); Education and Inspections Act (2006); Equality Act (2010); Supplementary Guidance SRE for the 21st century (2014); Keeping children safe in education – Statutory safeguarding guidance (2016); and Children and Social Work Act (2017)

The parental right to withdraw pupils from RSE remains, in primary education, for aspects of sex education which are not part of the Science curriculum.

Relationship Education and Health Education became statutory for all children from 2020 – there is no right to withdraw from these aspects of the PSHE curriculum.

At Baydon we are committed to offering all pupils a first-class, child centered education. The Christian traditions of the school make an important contribution to this. Christian values, principles and beliefs influence the curriculum and relationships in the school.

Our school policy also adheres to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

*In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.*

*In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.*

*Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.*

As a school, we ensure that we address all areas of RSE and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents.

We believe Relationships and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBTQ+ communities (Equalities Act 2014).

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

Relationship and Sex Education is an integral part of our Personal Social and Health Education programme (which follows the PSHE Association model – see PSHE Policy), an area which is considered important throughout our school. We will be guided in our teaching of it by the values and principles of the Church of England.

We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has, and will continue to be made to inform and involve parents.

The school's programme of Relationship and Sex Education is embedded within the school's PSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and, if appropriate, invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science.

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## Policy Development

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

- Review – The headteacher and coordinator pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations for enhancement
- Parent/stakeholder consultation – parents and any interested parties were invited comment, question or meet with staff about the policy.
- Ratification – once amendments are made, the policy will be shared with governors and ratified

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## Definition

**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.

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## Aims and Objectives for Relationship and Sex Education

We aim to deliver RSE in an objective, balanced and sensitive manner set within a clear framework of Christian Values. We endeavour 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 relationship related behaviour.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Relationship and Sex Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:**

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

### **The objectives of Relationship and Sex Education 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;
- To help pupils understand their sexual 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 provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- 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
- To be prepared for puberty and adulthood

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## SEND

We believe that Relationships Education, RSE and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At Baydon we provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are also aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

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## The Teaching Programme for Relationship and Sex Education: Legal Requirements

All schools must teach the following as part of the National Curriculum Science. Parents do not have the right to withdraw their child/children.

### Reception

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### Key Stage 1

Children should:

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies and these babies grow into children and then into adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children 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. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They begin to learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. 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.

### Key Stage 2

Children should:

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle.

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

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## The role of other members of the community

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 RSE consultant and the school nurse, give us valuable support with our RSE programme.

### The role of parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we;

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;

- take seriously any issue that parents raise with the school about this policy, or about the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy, and suggesting modifications to it as necessary;
- inform parents about the best practice known with regard to 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 bodies and their increasing responsibilities.

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## Delivery/Resources

Relationship and Sex Education is delivered through Science, RE, PSHE, Citizenship, and English lessons.

Relationship and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

At Baydon the PSHE curriculum is based around Twinkl Life's PSHE and Citizenship to support teaching, however this is not enforced and can be adapted as necessary. Twinkl Life's PSHE and Citizenship scheme of work aims to equip children with essential skills for life. It aims to develop the whole child through lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them

Twinkl Life's PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Relationship and Sex Education is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant. This could happen in KS2 which enables children of either sex to ask questions openly.

Teachers must avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, sexuality, sex change, sexual identity, alternative faiths or surrogacy. It is the teachers' role to encourage an open approach, where children are free to express their opinions.

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## Answering Difficult Questions

We believe that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a child may ask a particularly explicit,

difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. Where teachers are unsure of this, they should explain to the child (children) that they will check this out and respond as soon as possible. Teaching staff should seek advice from the Headteacher if they need advice on how to address a difficult question. It is not the job of the teacher to have all the answers but to facilitate an open dialogue where all questions are valued. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their parents. In these cases, staff will need to record this information (of the question and conversation had around the subject) on My Concern and speak to parents so parents/carers have the opportunity to address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

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## Confidentiality

Teachers' conduct RSE lessons in a sensitive, supporting and open manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments in RSE and PSHE sessions, other children are encouraged to show respect, tolerance and sensitivity. 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 – see Safeguarding Policy. 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 Safeguarding issues (DSL - Mrs Emma Gilbert, DDSL - Mrs Charlotte Dixon) about their concerns. They will then deal with the matter following safeguarding procedures. School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding procedures must be followed when any disclosures about abuse are made.

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## Roles and Responsibilities

### **The Governing Body**

The Governing Body will approve the RSE policy, and hold the head teacher to account for its implementation.

### **The head teacher/PSHE (RSE) Lead**

The head teacher and PSHE (RSE) Lead are 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 are responsible for:

Delivering RSE in a sensitive and age-appropriate way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils (SEND)

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 head teacher.

### **Pupils**

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

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## Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be addressed to the head teacher.

Alternative arrangements will be made for pupils who are withdrawn from sex education lessons.

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

The supplementary lessons when parents can withdraw pupils from lessons include:

### **Lower Key Stage 2 Unit - Growing Up**

Within this unit two lessons contain sex education content.

In the lesson 'human reproduction' teachers will make links to plant reproduction and other animals. Pupils will be shown cartoon diagrams of male and female children and discuss the differences. They will look at how male and female bodies change as they grow and that some differences between males' and females' bodies are on the inside so we cannot see them. Teachers will explain that both male and female bodies produce something special that is needed to make a baby. The words sperm and egg will be introduced as the two special ingredients needed to make a baby. Teachers will explain that when the sperm and the egg meet, they create the start of a baby and that the baby is called a foetus when it is growing.

In the lesson 'Where do I come from?' Pupils will be shown the stages of an embryo, then a foetus growing and developing in the uterus (womb). Teachers will explain that the baby is protected by the amniotic sac and that it is getting the food and oxygen it needs through a special tube called the umbilical cord, which is attached to the baby's tummy. Pupils will be told that their belly button is where that tube was joined to them when they were in their mothers' tummies.

### **Upper Key Stage Two unit. - 'Growing Up'.**

Within this unit one lesson contains sex education content.

In the lesson 'human reproduction' pupils will be introduced to the terms 'conception' and 'birth' and read through some important facts about conception and contraception. They will find out more about the journey from conception to birth. They will see a video which shows the development of an egg into an embryo and then into a foetus. Children to learn the key terms zygote, embryo and foetus.

During Year 6 pupils will also watch a video entitled 'Now we are hairy' which looks at the following areas: Body hair, body changes, male and female reproductive organs, periods and sanitary protection, hygiene, peer pressure, emotional changes, relationships and friendships, myths, 'private parts' (erections and wet dreams), and transition to secondary school. The video will be used for discussion with their class teacher.

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## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development in house programme.

The head teacher/PSHE (RSE) Lead will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE as appropriate.

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## Policy Review

This policy will be reviewed annually.