



# Relationships and Sex Education Policy

## Buxlow School

### CONTENTS

1. *Statement of intent*
2. *Definitions*
3. *Delivery*
4. *Roles and responsibilities*
5. *Parents' rights to withdraw*

***This document draws significant guidance from 'Relationships Education, relationships and Sex Education (RSE) and Health Education' statutory guidance published by the DfE in July 2020. Where this is the case, the document is quoted in italics, and referenced with (DfE guidance 2020)***

### **1. Statement of Intent**

The aims of relationships and sex education (RSE) at Buxlow School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise pupils' self-esteem and confidence
- Provide a further platform to discuss aspects of mental and physical health
- Develop communication and assertiveness skills

The RSE scheme of work will teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up. The RSE Policy should be read in conjunction with our Curriculum Policy and procedures.

### **2. 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.**

### **3. Delivery**

Guidance states that

*The focus in primary school should be on 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. (DfE guidance 2020)*

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects may be included in Religious Education (RE).

Most importantly, the content of Relationships and Sex Education should match the age and maturity of the pupils involved and at EYFS, KS1 and KS2 include:

#### **Attitudes and Values**

- Valuing and respecting others and ourselves;
- Valuing and respecting healthy personal relationships, including between friends, families and others;
- Developing an understanding of the value of family life and an appreciation of the many different types of family;
- Recognising the importance of pursuing a healthy lifestyle and keeping others and ourselves safe.

#### **Knowledge and Understanding**

- Recognising and naming parts of the body;
- Describing the reproductive system and childbirth;
- Developing and understanding of the physical and emotional aspects of puberty;
- Developing and understanding of behaviour that carries risks;
- Providing opportunities for pupils to ask questions and clarify misinformation.

#### **Personal and Social Skills**

- Developing skills in talking, listening and thinking about feelings and relationships;
- Enabling pupils to identify and seek help and support;
- Developing pupils abilities to make informed decisions, manage their relationships and in the future lead sexually fulfilling and healthy lives.

#### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

#### **Establishing a safe learning environment and dealing with difficult questions**

Teaching staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupil's confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils – as in all aspects of PSHE a set of ground rules helps create a safe environment;

- Using 'distancing' techniques (talking about things in general, rather than personal, terms)
- Knowing how to deal with unexpected questions or comments from pupils;
- Encouraging reflection.
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a 'cone of silence'; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships and sex.

In all PSHE and RSE sessions, teachers will ensure that a safe learning environment is established. A set of ground rules will provide boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Guidance for teachers is as follows:

- If a question is of a personal nature, remind the pupil of the ground rule: 'No-one has to answer personal questions';
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when);
- Colleagues can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parent/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion, for example, 'At the moment we are looking at 'X', in Year 4 you will look at 'Y' in more detail.'
- Recognise different views are held, for example, about contraception;
- Place within the context of the schools RSE curriculum past and in the future;
- If a question is very explicit; it seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and, if teacher and pupil are concerned are comfortable with this, arrange to respond later, on an individual basis;
- If a pupil needs further support, s/he could be referred to the GP, helpline or outside agency;
- If there are concerns about sexual abuse, follow the school's child protection procedures.

The content the school is expected to cover by the end of primary school is outlined in Appendix One, taken from DfE guidance 2020

### **Sex Education Content**

Guidance states that

*"Sex education is not compulsory in primary schools" (DfE Guidance 2020)*

However, the school recognises the responsibility it has in preparing children for adolescence. Science and PSHE content cover areas relating to stages of growth in humans (including puberty), as well as life cycles and reproduction on plants and animals. In addition to this, as stated, the school takes the recommendation below that;

*It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings... (DfE Guidance 2020)*

To achieve this, the school delivers additional Sex Education lessons to Year 6 pupils. The content for these is designed to address misconception that arise at this time in a child's life, as suggested in the guidance...

*Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (DfE Guidance 2020)*

These lessons centre largely around the reproductive system content associated with Key Stage 3 Science, as well as covering menstruation specifically for both genders. Sessions take place in both gender-separated groups, and as a whole class. Furthermore, children will have scope to pose questions which may or may not be answered at the discretion of the teacher delivering the sessions.

This content will be shared with parents prior to the lessons taking place in the Summer Term, and parents are invited to state areas they do not wish to be discussed, or similarly may opt to withdraw the child (see below for further information)

Teachers assess progress and understanding in relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE.

#### **4. Roles and Responsibilities**

##### **The Governing Board**

The governing board of ILG will approve the RSE policy, and hold the headteacher to account for its implementation.

##### **The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

##### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 headteacher.

##### **Pupils**

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

#### **5. Parents right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Parents do not have the right to withdraw from the 'relationships' part of the learning.

Alternative work will be given to pupils who are withdrawn from RSE.

*This policy was reviewed and updated in Autumn 2023.  
The next review will take place in Autumn 2024 or in light of relevant regulatory changes.*

Signed: Amit Mehta (Proprietor)

*Below: Appendix One*

*Expectations for pupils to have covered by the end of Primary School.*

*Taken from 'Relationships Educations, Relationships and Sex Education (RSE) and Health Education (Sept 2021)*

## **Relationships Education (Primary)**

54. The focus in primary school should be on 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.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> </ul>
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	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>

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<sup>13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.



	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>



## RSE Curriculum Links

Outlined below are areas of the curriculum where the school develops pupil's knowledge of Relationships & Sex Education. Primarily content is delivered within PSHE lessons, giving children time to discuss their thoughts & to ask questions that may arise. Further information on the breakdown of each module can be found on the school's PSHE Scheme of Work. In addition to these PSHE content, academic content on relationships and sex are outlined in other areas of our curriculum.

	Autumn Term	Summer Term
Nursery	Daily reinforcing on privacy and respecting others	
Reception	'Being Me in my World' & 'Relationships' E-Safety	'Changing Me' E-Safety
Year 1	'Being Me in my World' E-Safety	'Relationships' & 'Changing Me' E-Safety
Year 2	'Being Me in my World' E-Safety Life Cycles inc. humans	'Relationships' & 'Changing Me' E-Safety
Year 3	'Being Me in my World' E-Safety	'Relationships' & 'Changing Me' E-Safety
Year 4	'Being Me in my World' E-Safety	'Relationships' & 'Changing Me' E-Safety
Year 5	'Being Me in my World' E-Safety Pregnancy and Gestation Periods	'Relationships' & 'Changing Me' E-Safety

Year 6	'Being Me in my World' & 'Relationships' <b>E-Safety</b>	'Changing Me' <b>E-Safety</b>
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**Buxlow School**  
**Year 6 RSE Scheme of Work**

Topic:	Puberty and Growing Up (3 lessons; 30 mins each)
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Lessons plans, resources and worksheets taken from the Jigsaw scheme of work, from the Year 6 PSHE curriculum. (Sexual intercourse, conception, pregnancy and birth will NOT be covered.)

Lesson	Objectives	Lesson Notes	Lesson content
1	<p>To understand how girls' and boys' bodies change during puberty.</p> <p>To understand the importance of looking after yourself physically and emotionally.</p> <p>To express how you feel about the changes that will happen to me during puberty.</p>	<p>Taught in a whole class setting - boys and girls together.</p> <p>Teacher – Mr Smith</p> <p><i>Any questions that are felt to be above the Year 6 curriculum will be directed home to parents instead.</i></p>	<p>Follow the 'Calm Me' script to relax. Use the growing up Bingo as an ice-breaker and to start a class discussion. Use selected flash cards to identify male and female changes or both. Discuss physical changes – look at girl to woman and boy to man animation sheet. Use selected truth or myth cards to start further discussion.</p> <p>Children have an opportunity to write anonymous questions that will be addressed in another lesson.</p>
2	<p>To be able to ask questions about the changes that boys and girls go through during puberty.</p> <p>To be able to reflect about the questions asked and the answers given.</p>	<p>Taught in single sex groups - boys and girls separated.</p> <p>Boys with Mr Smith &amp; Mr Hamilton-Turner</p> <p>Girls with Mrs Zaman &amp; Mrs McLelland</p> <p><i>Any questions that are felt to be above the Year 6 curriculum will be directed home to parents instead.</i></p>	<p>Follow the 'Calm Me' script to relax. Sit in circle - open discussion about what puberty means – each child makes a statement. Look at the typed up anonymous questions from last lesson. Discuss answers. In pairs, children discuss if they have any other questions – open platform. Children can write questions if they would rather. Can ask about opposite gender too.</p>

3	<p>To understand how being physically attracted to someone changes the nature of the relationship.</p> <p>To express how you feel about the growing independence of becoming a teenager.</p> <p>To feel confident about the changes and growing independence ahead.</p>	<p>Taught in a whole class setting - boys and girls together.</p> <p>Teacher – Mr Smith</p> <p><i>Any questions that are felt to be above the Year 6 curriculum will be directed home to parents instead.</i></p>	<p>Use the game Blast Off as a starter – all different but working together. Follow the ‘Calm Me’ script to relax. Do Independence activity – use statements at different ages. Look at photos of people hand-holding. Explain it’s natural to be attracted to someone, but how is this different from a friendship. Reflect on what they have learnt in the 3 lessons. Any final questions.</p>
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