



Buxlow Preparatory School

RSE Policy

Prepared: May 2021 by D May - Headteacher

Review date: May 2022

Buxlow Preparatory School is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, age, race, ethnic origin, marital status, pregnancy or maternity. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

Relationships and Sex Education (RSE)

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British Values and ensure all children are ready for their next steps.

We have based our school's relationships and sex education policy on the statutory guidance document:

“Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the PSHE Association’s supplementary guidance

“Writing your school’s relationships and sex education (RSE) policy” (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement....

“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 and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Our definitions:

- Personal, Social, Health and Economic education of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the ‘RSE Curriculum’ section.
- Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

- RSE is defined as learning about physical, moral and emotional development, love and care towards others and about the teaching of sex. Through the teaching of sex and relationships education children will learn about attitudes and values, personal and social skills and will develop their knowledge and understanding. Children are also taught about personal space and privacy.

At Buxlow Preparatory School we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential.
- Provide children with an education appropriate to the world beyond the classroom.
- Help children to live together within the community, displaying tolerance and sensitivity.
- Develop in children a sense of moral responsibility and self-discipline.
- Develop in children spiritual awareness.

Aims of this Policy:

- To meet the requirements of the DfES guidance on RSE.
- To help and support children through physical, emotional and moral development.
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty.
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.

RSE in the Curriculum

The Headteacher is responsible for the effective delivery of the RSE curriculum.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age-appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body.

In Years R – 4 children learn about:

- Developing the skills to have positive relationships with friends and family.
- An understanding that families/relationships set-ups.
- Exercise and personal hygiene

In Year 5 and 6 children learn about:

- Developing the skills to be effective in relationships
- The different types of relationship, including marriage and those between friends and families. Children are made aware that different family set-ups exist (including homosexual relationships)
- How the body changes during puberty
- How a baby is conceived and born.
- Messages of stereotyping developed in the media

At Buxlow Preparatory School, RSE is taught through the PSHE curriculum. The curriculum is delivered in the Summer term to account for Y4 girls that may already be approaching puberty as they enter Y5. The programme is a graduated, age-appropriate programme which will be delivered by the school staff with support and advice from health professionals.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

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

Teaching staff receive suitable training, when available, to ensure they are able to deliver relationship lessons effectively. Resources used are made available for parents to view and a consultation with parents is arranged prior to the Year 5/6 lessons.

Questions raised by pupils are dealt with sensitively. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.

The portrayal of gender bias in the media is discussed at length in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.

At Year 6 teachers may, where appropriate, split the group according to gender to discuss issues relating to puberty.

Assessment, Reporting and Recording

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.

Equal Opportunities

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Child Protection

All teaching staff are trained in child protection issues. Any concerns raised through RSE are dealt with according to child protection procedures.

Working with Parents

The school aims to work in partnership with parents when planning and delivering relationship education. This is achieved through:

- consulting parents over the development of the policy
- involving parents in viewing resources and discussing the RSE curriculum
- advising parents on how they can answer questions about RSE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up.

Monitoring and Evaluation

The monitoring of Relationships education is carried out by the Head Teacher who reports to the Governors.

This policy will be reviewed on an annual basis.

APPENDIX 1:

Y5:

Session 1: Changes

- Identify the changes that occur during puberty.
- To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control.

Session 2: How babies are made

- To explain how babies are made - this is taught through reproduction of animals in the science curriculum
- To explore the idea of relationships, including friendships, parent-child and family relationships and adult relationships.

Session 3: How babies are born

- To explain how a baby develops in the womb during pregnancy and how babies are born.
- To consider the needs of babies before and after birth.
- To enable children to reflect on roles and relationships in the family

*This is taught through reproduction of animals in the science curriculum

Session 4: Question & Answer

Y6:

Session 1a

Boy Talk (with male teacher)

- To consider the physical and emotional changes that take place as boys go through puberty.
- To address the concerns and worries of young boys.
- To make girls more aware of the changes that occur as boys become young men.

Session 1b

Girl Talk (with female teacher)

- To consider the physical and emotional changes that take place as girls go through puberty.
- To address the concerns and worries of young women.
- To make boys more aware of the changes that occur as girls become young women.

Session 2

- To consider how genders are presented in the media.
- To consider sexual stereotyping.
- To reassure pupils that their changing emotions are a normal aspect of puberty.

Session 3: Question & Answer

A recap of areas visited over the half term.

Version control

Date of adoption of this policy	May 2021
Date of last review of this policy	May 2021
Date for next review of this policy	May 2022
Policy owner (SMT)	D. May
Policy owner (Proprietor)	David Tidmarsh