



# **Brabourne CE Primary School**

## **Sex and Relationship Policy – March 2020**

### **Based on KCC Model Guidance**

This policy has been prepared with the Christian Values of responsibility foremost – this is a core value of the school and all members of the school community aspire to live by it daily. The school has a responsibility to ensure pupils receive appropriate education in sex and relationships to give them a strong start on their road to adulthood.

#### **1. Introduction**

All governing bodies must have a written statement of whatever policy they adopt on sex education, and make it available to parents. The local authority, governing body and head teacher must also make sure that any sex education is embedded in personal, social and health education (PSHE) to ensure that pupils consider the moral aspects of sex education and are encouraged to develop loving and caring relationships.

#### **2. Context**

Relationships and Sex Education [RSE] is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and can make a positive contribution to children and young people's personal and social development and the development of positive self-esteem.

#### **3. Aims and Objectives**

We recognise that it is the child's parents or carers that are the key people in teaching their children about relationships and sex and we wish to work in partnership with them. At Brabourne Primary School, we aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of relationships. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives; beginning in the early years through to year 6. The aim of RSE is to make pupils responsible and to enable them to make well-informed decisions about their lives.

The objective of RSE is to help and support young people throughout their physical, emotional and moral development:

- To provide reassurance that physical, emotional and social changes are normal and acceptable
- To counter myths and misinformation – to examine opinions and encourage discussion
- To inform the children of the changes that male and female bodies undergo during puberty
- To help young people move with confidence from childhood through adolescence
- To encourage awareness, respect and responsibility to oneself and to others
- To provide opportunities for pupils to acquire knowledge and understanding about sex
- To enable those who have concerns, to be able to ask for help
- To develop and equip pupils with the knowledge, attitudes and skills necessary to keep themselves safe and to avoid peer group pressures

#### **4. Principles of Teaching and Learning**

RSE is co-ordinated by the Headteacher. S/he is responsible for the overall planning, implementation and review of the programme. S/he monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of RSE. This is overseen by the Headteacher.

The Class Teacher in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE. S/he may lead, organise or inform staff and the wider school community of training and current issues in line with the agreed Scheme of Work.

The programme of RSE at Brabourne Primary School will be embedded in PSHE alongside other aspects of the curriculum and school life in helping pupils deal with difficult moral and social questions. There are three main elements to RSE:

##### **4.1. Knowledge and Understanding**

- Learning and understanding the different stages of physical development at an age-appropriate stage
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

##### **4.2. Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Learning to develop self-respect and empathy for others
- Learning to make choices based on an understanding of difference with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

##### **4.3. Attitudes and Values**

- Learning the importance of values, individual conscience and moral considerations
- Learning the value of family life, marriage and stable loving relationships
- Learning the value of respect, love and care
- Exploring and understanding moral dilemmas
- Developing critical thinking as part of decision-making

#### **5. Equal Opportunities**

KCC policy and the school's equal opportunities practice applies to RSE. Teaching materials should reflect the cultural and ethnic diversity of British society without stereotyping in terms of gender, sexuality or race. The school makes every effort to respect pupils' religious beliefs.

#### **6. Differentiation and Learners with Learning Difficulties and Disabilities (LLDD)**

Lessons should be planned to take account of pupils' ages, experience and maturity. Teachers may need to provide different resources, activities or support materials for LLDD pupils. Where pupils have specific targets relating to their personal development, the teacher should ensure that opportunities are planned to support pupils in achieving these.

#### **7. Breadth and Balance**

The contents and structure of our RSE Scheme of Work represents a broad and balanced approach to the teaching of knowledge, skills, understanding, attitudes and feelings. Breadth and balance is achieved through a variety of teaching strategies and use of external visitors, coupled with a wide range of pupil-centred tasks. Parents will be informed in advance of the use of any external visitors, such as the school nurse.

## **8. Cross-Curricular Links**

RSE has many cross-curricular links, in particular the national curriculum science programme of study. However, the development of life skills is a theme throughout the school within the programme for personal, social and health education and is enshrined in the values that underpin the ethos of the school.

## **9. Rights of Withdrawal**

The school informs parents when aspects of the sex and relationship programme are taught – eg puberty to Year 5 and 6 pupils; and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of SRE, not included in the National Curriculum Science Orders, alternative work would be set.

## **10. Child Protection / Confidentiality**

Teachers need to be aware that effective SRE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

## **11. Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers must use their professional judgement when answering a sensitive question, balancing the appropriateness of the question and a pupil's need to know. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual pupil's needs.

## **12. Outline of Scheme of Work**

### **12.1 EYFS**

Pupils should be taught

- To consider the routines and patterns of a typical day
- To understand why hygiene is important
- To recognise that all families are different

### **12.2 KS1**

Pupils should be taught:

- To maintain personal hygiene
- About the process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other

### **12.3 KS2**

Pupils should be taught:

- To recognise their worth as individuals
- To recognise and challenge stereotypes
- To recognise different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- To be aware of different types of relationships, including marriage and those between friends and families

- Where individuals, families and groups can get help and support
- To recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way.
- Learn about how the body changes as children approach puberty
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, how to ask for help and use basic techniques for resisting pressure to do wrong

### **13. Review**

This policy will be monitored by the Headteacher and governors within the Ethics and Culture sub-committee of the Full Governing Body. It will be reviewed no later than two years from March 2020, earlier if central guidelines are amended.