



# THE BRAMPTONS PRIMARY SCHOOL

## RELATIONSHIPS AND SEX EDUCATION POLICY

### **1.0 Introduction and Context**

- 1.1 The Relationships, Sex and Health Education Regulation (2019) made under the Children and Social Work Act (2017) brought into effect some compulsory changes in all schools from September 2020.
- 1.2 Relationships Education is now compulsory for all primary school age children. This provides children with the building blocks to develop healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 1.3 Primary Schools have an option as to whether they teach Sex Education. We have decided to teach sex education, in an age appropriate way, to support emotional, social and physical development.
- 1.4 Relationship and Sex Education (RSE) and Health Education is delivered through PHSE and the National Curriculum for Science.
- 1.5 When teaching Relationships Education and RSE the school must ensure that the needs of all children are met and that they understand the importance of equality and respect. The school must comply with the relevant provisions of the Equalities Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. When teaching the children about LGBT, at an appropriate level, we will ensure this content is fully integrated within this area of study, rather than being delivered as a stand-alone unit or lesson.
- 1.6 Religion and Belief are also recognised protected characteristics identified in the Equalities Act 2010 and when teaching RSE Teachers will take into account the religions and beliefs of all children.
- 1.7 We recognise the importance of ensuring that children with a SEN receive high quality, differentiated and personalised teaching so they can access RSE learning.
- 1.8 Our School Values contribute significantly to educating children in respect of their relationships with others. We encourage the children to be mindful of these values beyond school, and to live by them in their relationships with their families, friends and the wider world.
- 1.9 Parents have been consulted in relation to this policy.

### **2.0 Aims & Objectives**

- 2.1 To deliver high quality, age-appropriate and, where necessary, differentiated lessons as part of the school planned curriculum.
- 2.2 To ensure that the information the children receive is accurate and is from reliable sources.

- 2.3 To ensure that the resources used to teach RSE are age appropriate and sensitive to the needs of all children.
- 2.4 To provide the children with opportunities to engage positively in sensitive discussions and enable them to have the confidence to ask questions to help address any misconceptions.
- 2.5 To provide the children with the necessary knowledge and skills to enable them to develop emotionally and socially and to prepare them for the next stage of their development.
- 2.6 By the time the children leave primary school they will have received the necessary Relationship Education teaching, as detailed in the DfE guidance, in the areas of families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

### **3.0 Engagement with Parents**

- 3.1 Parents play a crucial role in the development of children's understanding about relationships. They have the most significant influence in enabling their children to mature and form healthy relationships.
- 3.2 The school will undertake meaningful consultation with parents regarding this policy.
- 3.3 We will ensure that parents are informed about the content being taught, and when, in relation to RSE. They will be given the opportunity to understand and question the purpose and content of RSE teaching.
- 3.3 We will listen to and fully consider any views and/or concerns expressed by parents.
- 3.4 As Sex Education is non-compulsory at primary school age, it will be made clear to parents that they can withdraw their child/children from these lessons if they wish to do so.
- 3.5 We will advise parents of the materials that we will be using during RSE lessons. This will give them the opportunity to use the same resources at home if they wish to do so.

### **4.0 Right to Withdraw**

- 4.1 From September 2020 parents cannot withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about changes to the body and puberty).
- 4.2 Parents are also unable to withdraw their children from any aspect of the National Curriculum for Science. This includes subject content such as the names of external body parts, the human body from birth to old age and reproduction in plants and animals.
- 4.3 Parents can withdraw their child from any or all aspects of Sex Education (excluding the areas described above) up to and until three terms before the age of 16.

- 4.4 Any request from a parent to withdraw their child from Sex Education must be made in writing to the Head Teacher. The Head Teacher will then meet with the parent(s) to discuss their request and to explain the benefits of them participating and the detrimental effect that the withdrawal of the child may have.
- 4.5 Following discussion of the withdrawal, if parents maintain that they would like to withdraw their child, the Head Teacher will automatically grant the request and the pupil will not participate in Sex Education, other than as part of the Science curriculum.
- 4.6 If a child is excused from Sex Education lessons they will receive purposeful education during the period of withdrawal.

## **5.0 Lessons Content**

- 5.1 All children receive a 30 minute discrete Relationship Education lesson every week. As mentioned previously, RSE is also delivered within several areas of the curriculum. In addition, KS2 receive a Wellbeing lesson once a week which covers some areas of Relationship Education.
- 5.2 RSE is delivered in a non-judgmental, age-appropriate, factual and inclusive way and it allows children to ask questions in a safe environment. This includes allowing children to discuss and ask questions around sensitive issues that they may find embarrassing.
- 5.3 To allow personal questions and discussions to be managed appropriately and sensitively, the Teacher will establish ground rules that are made clear to the children. They will also establish respectful peer-to-peer communication.
- 5.4 Teachers will listen to any views expressed and will encourage children to become involved in discussions.
- 5.5 All resources will be chosen carefully to ensure they are age appropriate and that they meet the needs of all children.
- 5.6 As with all lessons, they will be carefully sequenced to enable progression and they will build on previous teaching to assist the children in retaining the knowledge.
- 5.7 When appropriate, the Teacher will consider teaching children in gender specific groups.
- 5.8 The beliefs and religions of all children will be carefully considered when planning and delivering lessons.
- 5.9 As mentioned previously, lessons will be differentiated, appropriate and accessible to children with SEN.
- 5.10 No child will be stigmatised because of their home circumstances or that they have a different structure of support around them.
- 5.11 While teaching children about making sensible decisions, it will always be made clear that it is never the fault of the child that they are a victim of any type of abuse.

- 5.12 LGBT+ content will be age appropriate and will be delivered within the main body of teaching, and not as stand-alone lessons.
- 5.13 Teachers will challenge any perceived derogatory views about those with legally protected characteristics: age, disability, gender-reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This will be done by encouraging children to develop respect for those that are different to themselves and with reference to the school values.
- 5.14 Teachers will also challenge perceived limits on children based on their gender or any other protected characteristics.
- 5.15 It will be made clear to the children that the content they are taught also applies to on-line relationships with reference to sexting and the sending of inappropriate images (as age appropriate).
- 5.16 Specific details of Relationships Education teaching content is shown at Appendix 1. Details of the content of Year 6 Sex Education lessons are shown at Appendix 2.

## **6.0 Lesson Delivery**

- 6.1 Discrete Relationships lessons are delivered by class Teachers and Discrete Sex Education lessons in Year 6 are taught by the class 3 Teacher and Head Teacher.
- 6.2 Pacesetters provide KS2 (classes 2 & 3) with weekly Wellbeing lesson which cover some areas of Relationship Education.
- 6.3 In a wider context, all staff contribute to Relationships Education through reinforcing the School Values and supporting behaviour. This includes assemblies whereby the Head Teacher talks to the children about the importance of demonstrating the values and developing positive relationships with others. The children are continually exposed to Relationships Education through their everyday life at The Bramptons.

## **7.0 Managing Difficult Questions**

- 7.1 It is possible that the children may ask questions about sex or sexuality. Given ease of access to the internet, it is important that information necessary to answer these questions is not provided through inappropriate sources online.
- 7.2 Teachers will use their discretion and experience to decide what questions are appropriate and inappropriate to be asked and answered in the whole class setting, and the established ground rules will assist in enforcing this.
- 7.3 They will also decide, depending on the nature of the question, whether the question should be answered at the time or at a later date. They will, as necessary, discuss these difficult questions and the appropriate answer with the child's parent or carer. They may also decide that it is more pertinent to respond to the child on an individual basis rather than addressing the whole class.

## **8.0 Safeguarding**

8.1 The safeguarding of the children is paramount and SRE and PHSE lessons are extremely important as they provide children with the knowledge and tools they need to keep themselves safe.

8.2 If a Teacher has a safeguarding concern following a discussion, comment or question during SRE lessons they will, as is the case for all such concerns, complete a yellow Cause for Concern form and pass it to the DSL immediately.

## **9.0 Policy Review**

9.1 The Policy is approved by the Full Governing Body.

9.2 The policy will be reviewed annually by the Head Teacher and it will be submitted to the Full Governing Body every two years following review by the Head Teacher.

## **10.0 Related Policies**

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEN Information Report
- Equality Policy
- E-Safety Policy

**CONTENT TAUGHT IN RELATIONSHIPS EDUCATION AND  
THE YEARS IN WHICH IT IS TAUGHT**

**Please note that all content is taught at an age appropriate level.**

<b>Areas of Learning</b>	<b>Teaching Content</b>	<b>Stage at which content is taught</b>
<b>Families and people that care for me</b>	<p>Pupils learn:</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> <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 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>	<p style="text-align: center;">All</p> <p style="text-align: center;">All</p> <p style="text-align: center;">All</p> <p style="text-align: center;">All</p> <p style="text-align: center;">All</p> <p style="text-align: center;">All</p>
<b>Caring Friendships</b>	<p>Pupils Learn:</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> </ul>	<p style="text-align: center;">All</p>

	<ul style="list-style-type: none"> <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>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>
<p><b>Respectful Relationships</b></p>	<p>Pupils Learn:</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> <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> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>KS2 KS1 as arises</p>

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	All
<b>Online Relationships</b>	<p>Pupils Learn:</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>	<p>KS2</p> <p>KS2</p> <p>KS1 &amp; KS2</p> <p>KS2</p> <p>KS2</p>
<b>Being Safe</b>	<p>Pupils Learn:</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> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>



	<ul style="list-style-type: none"><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>	KS1 & KS2  KS2  All
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## SEX EDUCATION TAUGHT IN YEAR 6

The content of Sex Education Lessons taught in Year 6 includes:

- the emotional and physical changes that take place during puberty.
- how to manage the emotional and physical changes that take place during puberty.
- how puberty affects the reproductive organs.
- the impact of puberty on the body and the importance of good hygiene.
- ways to seek help and support while going through puberty.
- different types of adult relationships.
- what forms of touching are appropriate.
- what is meant by consent.
- basic facts about conception and pregnancy.
- considering when it is appropriate to share personal/private information in relationships (including online).

**Age appropriate Sex Education is also taught as part of the National Curriculum for Science. This includes content such as naming external body parts, the human body from birth to old age and reproduction in plants and animals. As these form part of the National Curriculum children cannot be withdrawn from these lessons.**