

Relationships and Sex Education POLICY

Curriculum Intent

Our intent for the teaching of PSHE at Brockholes Wood School is to develop a nurturing environment that provides pupils with the opportunities to learn about themselves as developing individuals. It is important that our children recognise their self-worth and what healthy relationships look like. We aim to equip our pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum is adapted to the needs of our pupils, building on their own experiences to keep them healthy, safe and demonstrate appropriate behaviours, preparing them for the wider world.

School Vision

At Brockholes Wood, we believe that personal, social, emotional, citizenship and health education is a vital part of school life and a right for each child. We believe that a child needs to be happy and healthy to ensure they work to their full potential and to enjoy life to the full.

Purpose

This policy has been produced in response to the;

- National Curriculum non statutory framework for PSHE.
- Statutory guidance for RSE (2020)
- Lancashire Primary Scheme of Work

It recognises the need for a planned whole school approach to the teaching of RSE addressed through a combination of timetabled teaching time for PSHE and work covered in a cross curricular way (eg through RE and Science).

Definition of RSE

Relationship and Sex Education is not just about learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; growing and changing, puberty, reproduction and pregnancy, similarities and differences between males and females,

parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving and caring relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible decisions.

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

Links to other policies

This policy links to the PSHE Policy and Safeguarding and Child Protection Policy. Our provision of RSE reflects our work as a healthy school and takes a whole school approach to RSE that involves:

- Consulting staff, parents and pupils
- Training and supporting staff
- Providing a curriculum that responds to the needs of our children
- Prevention of radicalisation and terrorism through our approach of respect and tolerance around difference and diversity.

Aims

RSE at Brockholes Wood Community Primary School aims to help our young people to;

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, love and care in relationships
- Understand about different types of families
- Develop positive attitudes, values and self esteem
- Explore their own and other people’s attitudes and values
- Challenge and reduce discrimination based on sexual orientation and gender
- Reduce sexist, sexual, homophobic and transphobic bullying
- Gain knowledge and understanding about puberty and the changes that will take place
- Gain knowledge and understanding about reproduction and sexuality
- Discuss their concerns and correct misunderstandings they may have gained from the media and peers
- Seek information and advice when they need help
- The importance of respecting others, even when they are very different from them

- Practical steps they can take to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect

Planned Opportunities for the teaching of RSE:

- Discrete provision
- Other Subject Areas (Cross Curricular)
- School Activities and Events (Extra Curricular)

All pupils have a discretely timetabled time for PSHE of 30 minutes per week.

Resources

A selection of appropriately selected resources is detailed in the scheme of work and these are kept centrally. Resources are regularly reviewed and updated. Visitors may sometimes be used where relevant and appropriate. There are guidelines in school for the use of visitors and these should be adhered to at all times.

Content

The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years. Teachers plan lessons using the Lancashire Guidance: ‘Live Well Learn Well’.

The content in the RSE section of ‘Live Well Learn Well’ includes:

- Relationships
- Personal Growth & Change
- Families
- Personal Safety
- Emotions & Feelings
- Sexual Relationships
- Morality
- Influences

Learning and Teaching

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including Circle Time, Games, Role Play and Discussions.

Assessment

Assessment of Learning in RSE is through a range of indicators including:

- Self-assessment
- Peer assessment
- Write and draw activities
- Discussions and presentations
- Teacher assessments
- Photographs and video clips of work being done

Pupils' achievement will be recorded as:
Entering/Developing/Secure

The class teacher will collect evidence from each lesson into a class floor book.

Specific Issues

- **Questions**

Wherever possible, pupil's questions will be answered openly and honestly however there may be occasions when a teacher offers a different response.

- The teacher may feel it inappropriate to answer in front of the whole class so may ask the pupil to stay behind at the end of the lesson so that they can discuss the question. It may be advisable for a teaching assistant or another teacher to also be present in order to ensure that this is not misinterpreted.
- They might recommend that the pupil asks their parents. Teachers should then encourage the pupil to ask at home. It would be unwise for the teacher to contact home as the parent might perceive this as a disciplinary issue. If the pupil is afraid to talk at home, the teacher could suggest that the pupil brings the parent in so that they can discuss the question together. The invitation should be pupil initiated.
- Sometimes teachers may ask pupils to place their questions in a question box so that he/she can prepare before answering.

- On some (rare) occasions a teacher might refuse to answer a question however if this happens they should give the pupil information about who might be able to answer the question.

It is important to recognise that children often do not want a detailed answer; if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground.

Where a teacher feels that the pupil is deliberately asking a question to cause embarrassment, the teacher should respond with ‘well you tell me what you think the answer is and then we can discuss whether you are correct or not’. This will often diffuse the situation, if the question was genuine, the teacher will soon realise.

Where the teacher believes that the pupil may be at risk appropriate safeguarding steps should be taken.

- **Faith issues**
- **Language**

There should be a common language for RSE so that all children are not embarrassed by, or exposed to, inappropriate language. Teachers will use correct biological terminology (or doctor’s words) for parts of the body from Reception upwards. This is also consistent with recommendations for the teaching in Science.

Parental Involvement

- The parent body are informed about RSE through letters and this policy and are frequently consulted about developments.
- The parents are invited to attend an information evening where they can ask questions, view materials and gain a greater understanding of what the school intends to cover in the last two years of their child’s schooling.

Child Protection and Safeguarding

As there may be sensitive issues raised in RSE lessons, there may be opportunities for pupils to make unexpected disclosures to staff. Staff should be familiar with the Safeguarding and Child Protection Policy and be aware of who is the Designated Senior Person (DSP) for Safeguarding and Child Protection. If a disclosure is made or if staff need advice, they should consult with the DSP immediately.

Links with other initiatives and policies

- Anti-bullying
- Healthy Schools;
- PSHE Policy;
- Drug Education Policy;
- Child Protection and Safeguarding;
- Equal Opportunities Policy (to include Race, Gender and Abilities).
- Prevent Policy

SMCS (Social, Moral, Cultural and Spiritual)

At Brockholes Wood Primary School, we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. As part of our spiritual, moral, social and cultural development, we promote Fundamental British Values which are at the heart of the ethos of our curriculum drivers at Brockholes Wood Primary School.

Our pupils’ spiritual, moral, social and cultural development gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment

PREVENT

This policy is to be read in conjunction with the school’s PREVENT policy, in response to a legal duty from the DfE placed on schools to have due regard to the need to prevent people from being drawn into terrorism or be subject to radicalisation. *The Counter Terrorism and Security Act 2015*, section 26th February 2015. In line with legislation to prevent possible radicalization of individuals the school safeguards children through adherence to this policy and allowing Internet access under staff supervision.

Date of policy review: November 2023

Subject Leader: Ellie Brown