



# **Burnham on Crouch Primary School**

Connected to our world

## **Relationships and Sex Education Policy**

Staff & Parents consulted: Aut23

Ratified by the Governing Body: Aut23

Review Date: Aut26

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### 1. Aims

The aims of relationships and sex education (RSE) at Burnham-on-Crouch Primary School are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality, relationships and the diverse nature of family life
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Enable children to recognise unsafe situations including those of a sexual nature, those online and criminal exploitation
- › Teach pupils to behave responsibly, to have respect for themselves and others

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide discrete sex education to all pupils however we do need to teach the elements of sex education contained in the science curriculum. At Burnham Primary, the majority of parents voted in favour of teaching the recommended Sex Education within PSHE. As such, all sessions will be taught following the statutory guidance and the Medway scheme supported by the PSHE association.

In teaching RSE, we must carefully follow the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Burnham-on-Crouch Primary School we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, and parents. The consultation and policy development process involved the following steps:

1. Review – members of SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the relevant information and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, it involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Burnham-on-Crouch Primary School, pupils will be taught to understand that there are a variety of different yet strong and mutually supportive relationships. We will ensure that no stigma is placed on children based on their home circumstances. It is essential that our pupils feel special but not different; that they feel confident of who they are and proud of the family that they come from.

RSE involves a combination of sharing information, and exploring issues and values.

At Burnham-on-Crouch Primary School, we will teach sex education in addition to what is covered in the science curriculum. We will provide accurate information and help to develop skills that enable pupils to understand and respect themselves and others. It is not about the promotion of sexual activity.

At Burnham-on-Crouch Primary School RSE will contribute to promoting the spiritual, moral, cultural, mental, health and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We hope to prevent and remove prejudice.

We will work towards these aims in partnership with parents/carers.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

Burnham-on-Crouch Primary School is an inclusive school. RSE will be taught to all pupils at a level appropriate to them within the personal, social, health and economic (PSHE) education curriculum. It will be

taught as a discrete lesson, although, many of the themes will be relevant to other aspects of the Primary Curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

The biological aspects of RSE may also be taught within the science curriculum.

Sex education lessons will follow the resources developed by Medway Public Health Directorate relationships and sex education schemes of work (PSHE Association) and delivered to pupils by teachers in the safety of a familiar environment.

Our chosen approach is a progressive scheme of work aiming to prepare children for life, helping them to know and value who they are and understand how to relate to each other in an ever-changing world. It is designed to revisit and build upon learning throughout the Primary experience.

There are three core themes –

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the Wider World

Within each core theme, there are a range of specific learning opportunities -

Health and Wellbeing -

- Healthy lifestyles (physical wellbeing)
- Mental Health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships –

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living in the Wider World

- Shared responsibilities
- Communities
- Media Literacy and digital resilience
- Economic wellbeing – money
- Economic wellbeing: Aspirations, work and career

For more information about our RSE curriculum including Personal, Social, Emotional and Health development (PSHE) see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The Governing body

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

### 7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### 7.3 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 non-statutory 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 or PSHE lead.

All teachers will be required to teach RSE to their class. They must follow the scheme that has been provided.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs J Evans, the RSE/PSHE lead, through:

- Termly monitoring of planning
- Lesson observations
- Pupil work and book scrutinies
- Pupil perceptions

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

An ipsative system of assessment will be used where progress will be measured against the children's understanding before the unit and then after the unit has finished. Each teacher will be given a model of the assessment proforma and they will need to create their own for each unit.

## Appendix 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p>What is the same and different about us?</p> <p><i>Everybody's body</i> (Medway Yr 1/2 Lesson 3)</p>	<p>Who is special to me?</p> <p><i>My special people</i> (Medway Yr 1/2 Lesson 1)</p>	<p>Who helps us stay healthy?</p>	<p>What can we do with money?</p>	<p>Who helps to keep us safe?</p>	<p>How can we look after each other and the world?</p>
<b>Year 2</b>	<p>What makes a good friend?</p> <p><i>We are growing</i> (Medway Yr1/2 Lesson 2)</p>	<p>What is bullying?</p>	<p>What jobs do people do?</p>	<p>What helps us to stay safe?</p>	<p>What helps us to grow and stay healthy?</p>	<p>How do we recognise our feelings?</p>
<b>Year 3</b>	<p>How can we be a good friend?</p> <p><i>What makes a good friend</i> (Medway Yr 3 lesson 1)</p> <p><i>Falling out with friends</i> (Medway Yr3 Lesson 2)</p>	<p>What keeps us safe?</p>	<p>What are families like?</p>	<p>What makes a community?</p>	<p>Why should we eat well and look after our teeth?</p>	<p>Why should we keep active and sleep well?</p>
<b>Year 4</b>	<p>What strengths, skills and interests do we have?</p>	<p>How do we treat each other with respect?</p>	<p>How can we manage our feelings?</p> <p><b>Medway relationships and sex education</b></p>	<p>How will we grow and change?</p>	<p>How can our choices make a difference to others and the environment?</p>	<p>How can we manage risk in different places?</p>

			<b><u>Year 4 and 5</u></b> <b><u>Lesson 2</u></b> <b><i>Time to change</i></b>			
<b>Year 5</b>	What makes up a person's identity? <b><i>Medway relationships and sex education</i></b> <b><u>Year 4/5 Lesson 3</u></b> <b><i>Personal Hygiene</i></b>	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate s <b><i>Medway relationships and sex education</i></b> <b><u>Year 4/5</u></b> <b><u>Lesson 4</u></b> <b><i>Emotions and feelings</i></b>	How can drugs common to everyday life effect health?	What jobs would we like?
<b>Year 6</b>	How can we keep healthy as we grow?		What will change as we become more independent? How do friendships change as we grow? <b><i>Medway relationships and sex education</i></b> <b><i>Year 6 Lesson 1 and 2</i></b> <b><i>Puberty review and recap</i></b> <b><i>Puberty, change and becoming independent</i></b> <b><i>Year 6 Lessons 3, 4</i></b> <b><i>Positive healthy relationships</i></b> <b><i>How a baby is made</i></b>		How can the media influence people?	



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>
Caring friendships	<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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<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>
Being safe	<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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: ***** will be taking part in all relationships lessons and during the sex education lessons, he will be working independently ..... (where and what)