Brougham Primary School

Relationships and Sex Education Policy

Approved by:	SLT	**Date:** December 2020
Last reviewed on:	December 2020	
Next review due by:	December 2021	

Contents

<u>**Intent**</u>

1. Aims

The aims of relationships and sex education (RSE) at Brougham Primary School are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

At Brougham Primary School, we aim to prepare our pupils to cope with the physical and emotional challenges of growing up, and to give them an age appropriate understanding of human reproduction. Sex and relationships education will contribute to the requirements of the Education Reform Act 1988, i.e.

☐ Promote spiritual, moral, cultural, mental and physical development of pupils within the school and society;
☐ Prepare such pupils for the opportunities, responsibilities and experiences of adult life

2. Statutory requirements

As a mainstream primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Brougham Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a working group 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 policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy, complete a parent questionnaire and voice any suggestions or personal opinions, as to how the policy could be amended

4. Pupil consultation – we gained pupil voice about the relationships and sex education curriculum

5. 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, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Implementation

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, pupils 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.

The relationships education involves:

> Preparing boys and girls for the changes that adolescence brings, which is included in the statutory RSE curriculum

If children pose any questions, which fall outside of the statutory curriculum, teachers will inform their parents the same day, so that this can be dealt with sensitively at home.

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Brougham Primary School, we ensure that all children, regardless of physical, social, emotional and mental health needs or learning disabilities, receive the RSE curriculum with an appropriate level of delivery, differentiation and support. Teachers have further guidance on how to adapt their teaching to meet the needs of any child that requires SEND provision, if and when necessary.

Pupils may also receive stand-alone sessions delivered by a trained health professional, where required.

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

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE will be delivered as part of each class' weekly timetable.

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 board

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.

RSE Working Party

Gemma Kelly – Relationships Education Lead

Rebecca Carroll – Wellbeing Lead

Caroline Tyerman – Lead Practitioner of SEND & Wellbeing

All teachers are required to teach the statutory aspects of the relationship education curriculum.

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 the statutory relationships education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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 Gemma Kelly, DHT, through:

- Learning Walks
- Lesson Observations
- Pupil Voice

A pupil's development will be continually monitored by their class teacher.

This policy will be reviewed by SLT annually at every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

	Year 1	Year 2	Year 3 and 4	Year 5	Year 6
Autumn 1	**Families and People who care for me** -that families are important for children growing up because they can give love, security and stability. -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 **Mental Wellbeing** -that mental wellbeing is a normal part of daily life, in the same way as physical health. -that there is a	**Families and People who care for me** -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 **Mental Wellbeing** -how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. -how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	**Families and People who care for me** -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. **Mental Wellbeing** -the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. -simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	**Families and People who care for me** -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Mental Wellbeing** -isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. -that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	**Families and People who care for me** -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed **Mental Wellbeing** -where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). -it is common for people to experience

	normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.				mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Autumn 2	**Caring Friendships** -how important friendships are in making us feel happy and secure, and how people choose and make friends. -the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. **Internet safety and harms**	**Caring Friendships** -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. **Internet safety and harms** -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	**Caring Friendships** -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. **Internet safety and harms** -why social media, some computer games and online gaming, for example, are age restricted. -that the internet can also be a negative	**Caring Friendships** -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 **Internet safety and harms** -how to be a discerning consumer of information online including understanding that	**Caring Friendships** -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 **Internet safety and harms** -where and how to report concerns and get support with issues online

	-that for most people the internet is an integral part of life and has many benefits. -about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	information, including that from search engines, is ranked, selected and targeted.	
Spring 1	**Respectful Relationships** -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. -practical steps they can take in a range of different contexts to	**Respectful Relationships** -the conventions of courtesy and manners. -the importance of self-respect and how this links to their own happiness. **Physical health and fitness** -the importance of building regular exercise into daily and weekly routines and how to achieve	**Respectful Relationships** -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. **Physical health and fitness** -the risks associated with an inactive	**Respectful Relationships** -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 **Physical health and fitness** -how and when to seek support	**Respectful Relationships** -what a stereotype is, and how stereotypes can be unfair, negative or destructive. -the importance of permission-seeking and giving in relationships with friends, peers and adults **Physical health and fitness** -how and when to

	improve or support respectful relationships. **Physical health and fitness** -the characteristics and mental and physical benefits of an active lifestyle.	this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	lifestyle (including obesity).	including which adults to speak to in school if they are worried about their health.	seek support including which adults to speak to in school if they are worried about their health.
Spring 2	**Online relationships** -that people sometimes behave differently online, including by pretending to be someone they are not. **Healthy eating** -what constitutes a healthy diet (including understanding calories and other nutritional content).	**Online relationships** -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. **Healthy eating** -what constitutes a healthy diet (including understanding calories and other nutritional content).	**Online relationships** -the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Healthy eating** -the principles of planning and preparing a range of healthy meals.	**Online relationships** -how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Healthy eating** ==-the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay==) and other behaviours (e.g. the impact of alcohol on diet or health).	**Online relationships** -how information and data is shared and used online. **Healthy eating** -the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and ==other behaviours (e.g. the impact of alcohol on diet or health).==

Summer 1	**Being Safe** -what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). -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. **Health and prevention** -about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing -about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Being Safe** -that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. -how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know **Health and prevention** -about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. -about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Being Safe** -how to recognise and report feelings of being unsafe or feeling bad about any adult. -how to ask for advice or help for themselves or others, and to keep trying until they are heard. **Health and prevention** -the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	**Being Safe** -how to report concerns or abuse, and the vocabulary and confidence needed to do so. -where to get advice e.g. family, school and/or other sources. **Health and prevention** -how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. **Drugs, alcohol and tobacco** -the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Being Safe** -how to report concerns or abuse, and the vocabulary and confidence needed to do so. -where to get advice e.g. family, school and/or other sources. **Health and prevention** -the facts and science relating to allergies, immunisation and vaccination. **Drugs, alcohol and tobacco** -the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Summer 2	Basic first aid	Basic first aid	Basic first aid	Basic first aid	Basic first aid
	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries.	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries.	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries.	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Changing adolescent body** **-**key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. -about menstrual wellbeing including the key facts about the menstrual cycle.	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Changing adolescent body** **-**key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. -about menstrual wellbeing including the key facts about the menstrual cycle.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of primary school:

Mental wellbeing	Pupils should know
	• that mental wellbeing is a normal part of daily life, in the same way as physical health.
	• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
	• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	Pupils should know
	• that for most people the internet is an integral part of life and has many benefits.
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	• why social media, some computer games and online gaming, for example, are age restricted.
	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	• where and how to report concerns and get support with issues online.

Physical health and fitness	Pupils should know
	• the characteristics and mental and physical benefits of an active lifestyle.
	• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	• the risks associated with an inactive lifestyle (including obesity).
	• how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	Pupils should know
	• what constitutes a healthy diet (including understanding calories and other nutritional content).
	• the principles of planning and preparing a range of healthy meals.
	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know
	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know
	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	• the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know:
	• how to make a clear and efficient call to emergency services if necessary.
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries.