



## **BLETCHINGDON PAROCHIAL C of E (V.A) PRIMARY SCHOOL**

### **“Learn to Believe – Aspire to Achieve”**

At Bletchington Parochial CE (VA) Primary School we believe that everyone will reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn through our Christian Values:

**love**

**honesty**

**respect**

**courage**

## **Relationships and Sex Education Policy**

Bletchington CE Primary School has chosen to include relationships and sex education within its planned curriculum. Governors and senior leaders believe it is essential to ensure that children have a reliable source of information about these aspects, and that they should be taught and discussed in a carefully controlled and safe environment. Having a clear understanding of issues will help children cope within a wider social context in which they may receive very mixed and ambiguous messages through social and other media sources.

Relationship and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

At Bletchington CE Primary School Relationship & Sex Education (RSE) is provided through the Personal, Social & Health Education and Citizenship Framework.

Our RSE programme is designed to meet DfE and Diocesan Board of Education guidance, and is set within a Christian ethos as well as the context of the National Schools for Health Programme to ensure effective provision.

At Bletchington Primary we take a whole-school approach to RSE, ensuring that:

- Our policy is owned and implemented by all members of the school and delivered in partnership with local health services.
- Our programme is appropriate to pupils' age, gender and maturity.
- Pupils' and parents' views are listened to.
- Teachers are trained and appropriately supported, to be able to teach Relationship and Sex Education with confidence.

*'Effective Sex & Relationships Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum, which lies at the heart of the government's policy to raise standards and expectations for all pupils.'*

*The objective of Sex & Relationships Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.'*

*Sex & Relationships Education Guidance: DfEE July 2000*

## AIMS AND OBJECTIVES

- Raise pupils' self-esteem and confidence, especially in their relationships with others
- Contribute to promoting the spiritual, moral, social and cultural development of pupils.
- Help pupils understand their feelings and behaviour. Help pupils develop the skills and understanding they need to live confident, healthy and independent lives - attributes which are particularly important today because of the many different and conflicting pressures on young people.
- Raise awareness of sources of help, and develop pupils' skills and confidence to use them.
- Foster a culture and acceptance of openness where questions and discussion can take place without embarrassment.
- Prepare young people for puberty and adulthood
- Correct myths and misinformation.
- Provide an opportunity to challenge stereotypes.
- Develop understanding of the value of family life, the importance of good parenting and the needs of the very young.
- Promote understanding of the significance of marriage and stable relationships as key building blocks of community and society.

In the **early primary years**, education about relationships will focus on friendships, bullying and the building of self-esteem. Pupils will learn to name parts of the body and describe how their bodies work. Pupils will also learn about keeping their bodies safe.

In **Key Stage Two** sex education will help prepare pupils for the physical and emotional changes of puberty as well as develop pupils' understanding of how a baby is conceived and born.

## WHAT IS RELATIONSHIPS AND SEX EDUCATION?

*Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.*

*Sex & Relationships Education Guidance: DfEE July 2000*

### It has three main elements:

#### Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.

## Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and self-esteem.
- Developing respect and empathy for others.
- Learning to make choices based on understanding of difference and 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.

## Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

## **VALUES AND ATTITUDES**

Relationship and Sex Education is most effective when it is based on clear values and is underpinned by an ethos that promotes inclusion and equality. Our Christian values need to be communicated consistently in both the formal and informal curriculum of the school.

The promotion of quality relationships and the development of self-esteem are central to our work. We believe the partnerships between pupils, parents, staff and governors is central to the success of the school and actively encourage and enable all members of the community to work together to support the work of the school.

## **ORGANISATION OF RELATIONSHIPS AND SEX EDUCATION**

Relationship and Sex Education at Bletchingdon Church of England Primary will be integral to the teaching and learning process and will be supported by the school's wider curriculum for Personal, Social and Health Education. Pupils will receive their sex education in the wider context of relationships through the planned curriculum for PSHE & Citizenship. The long-term plan for PSHE is undertaken in the context of the School's overall curriculum framework which reflects the needs of the children, and sets out what should be taught at which stages, in a sequence that promotes breadth and balance, curriculum continuity and progression in children's learning.

Relationship and Sex Education is delivered by class teachers who understand the importance of being positive role models and displaying the qualities essential to good relationships. Elements of RSE may be provided by health professionals, including the school nurse, who are able to offer specialised knowledge, experience and resources. Such visitors will be provided with a copy of the school's policy for RSE, and will be fully briefed by class teachers so their input, appropriately complements the work of the school.

It is important that sex education is provided in an age appropriate way and that young people receive a planned programme throughout the various stages of their development. Decisions taken about what

sexual health education should be offered, and at what age, reflect DFE and Diocesan guidance, the views expressed by parents and the needs of our pupils.

In Years 5 & 6 pupils are taught about changes in the body related to puberty, such as periods and voice breaking; when these changes are likely to happen; what issues may cause young people anxiety and how they can deal with these; and about how a baby is conceived and born.

PSHE & Citizenship is considered to be an important aspect of the curriculum at Bletchingdon Primary School and is taught as part of a planned programme throughout the school. In all key stages it is taught on average for 45 minutes a week.

Occasions will arise when the teaching of unrelated topics will result in discussion of aspects of sexual behaviour. Sexual issues may occur across the curriculum and answers will not constitute sex education so long as discussion is relatively limited and set within the context of the other subject. When this involves a child who has been withdrawn from sex education, teachers will need to balance the need to give proper attention to the relevant issues with the need to respect pupils' and parents' views and sensitivities.

## **Curriculum Content**

Significant elements of Relationship and Sex Education are included in the National Curriculum for Science. There is a statutory duty upon schools to teach these aspects. Parents cannot withdraw their children from the biological aspects of sex education that are taught in science. Other aspects, including the relational context of sex education, are delivered through the PSHE and Citizenship Framework that are non-statutory and combined at Key Stages One and Two.

At both key stages, the PSHE curriculum is developed through four broad themes and within the context of the National Healthy School Programme to ensure effective provision. The four themes are:

- \*Developing confidence and responsibility and making the most of their abilities.
- \*Preparing to play an active role as citizens.
- \*Developing a healthy, safer lifestyle.
- \*Developing good relationships and respecting the differences between people.

The following paragraphs pick out the sections of the Science Curriculum and PSHE framework that contain an explicit reference to Relationship and Sex Education at each Key Stage. Other aspects of the PSHE framework together with teaching in Religious Education will contribute to a holistic teaching of RSE.

### **Foundation Stage**

Children in the Nursery Class and Reception begin to learn about making choices and developing responsibility. Through planned themes children are encouraged to think about relationships and develop an awareness of others.

Through the Early Learning Goals for Personal, Social & Emotional Development pupils should be taught:

- To respond to significant experiences, showing a range of feelings when appropriate.
- To be aware of own feelings, and show sensitivity to others' needs and feelings
- To demonstrate friendly behaviour, initiating conversations and forming good relationships with

peers and familiar adults.

- Consider the consequences of their words and actions for themselves and others.
- To work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- To say when they do or don't need help.
- Understand that people have different views, cultures and beliefs and that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

## **Key Stage 1**

Whilst the revised National Curriculum published in September 2013 does not make it statutory for primary school to teach relationship and education, the Governing Body view this as an important aspect of the curriculum for Personal, Social and Health Education.

During Key Stage 1 pupils will learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe, and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

### **Science National Curriculum ( Sept 2013)**

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

They should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults

### **PSHCE Framework**

Although the 2013 National Curriculum does not contain guidance for Personal, Social and Health Education, the Governing Body at Bletchingdon Primary School believes that through this aspect of the curriculum pupils should be taught:

- To recognise, name and deal with their feelings in a positive way.
- To recognise choices they make, and recognise the difference between right and wrong.
- That they belong to various groups and communities, such as family and school.
- How to make simple choices that improve their health and well-being.
- The names of the main parts of the body.
- Rules for, and ways of, keeping safe, and about people who can help them to stay safe.
- To recognise how their behaviour affects other people.
- To listen to other people and to play and work co-operatively.
- To identify and respect the difference and similarities between people.

- That family and friends should care for each other.

We believe children should be given opportunities to:

- Feel positive about themselves.
- Develop relationships through work and play.
- Ask for help.

## **Key Stage 2**

**During Key Stage 2** pupils will learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Science National Curriculum ( Sept 2013)**

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

They should be taught to:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

### **PSHCE Framework**

Although the 2013 National Curriculum does not contain guidance for Personal, Social and Health Education, the Governing Body at Bletchinglydon believes that through this aspect of the curriculum pupils should be taught:

- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- About how the body changes as they approach puberty.
- To recognise the different risks in different situations and then decide how to behave responsibly, and judging what physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- Where individuals, families and groups can get help and support.

Through the PSHE and Citizenship Framework pupils should be given opportunities to:

- Take responsibility for their actions and choices.

- Feel positive about themselves.
- Make real choices and decisions.
- Meet and talk with people.
- Develop relationships through work and play.
- Prepare for change.

**Our teaching of Religious Education will also promote the importance of positive relationships through our core Christian values of love, respect, honesty and courage**

### **Sex and Relation Education Guidance**

The guidance summarises these requirements for Key Stage One and Two, stating that all children should:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body (we will be using scientific vocabulary of penis and vagina as opposed to other colloquial terms that may be used within the home environment) and describe how their bodies work.
- Be able to protect themselves and ask for help and support.
- Be prepared for puberty.

Whilst it is to be expected that reference to topics such as contraception, abortion, HIV/AIDS and homosexuality could arise in discussion, it is agreed through consultation with a group of parent representatives that it is not considered appropriate to the needs of children at Bletchingdon Church of England Primary for such specific issues to form part of the planned teaching programme for RSE. Teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensitivities.

### **Puberty**

Boys and girls need to be prepared for puberty. Through the teaching of RSE within the context of sex education, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes. In Year 5 children will be taught about:

- Changes in the body related to puberty, such as periods and voice breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they deal with these.
- How a baby is conceived and born.

Whilst most teaching will take place in a whole class setting, in Years 5 and 6, girls will have the opportunity to talk with an appropriate female member of staff and boys with a male health professional as single sex groups.

### **Menstruation**

Girls should be prepared for menstruation before their periods start. As part of the teaching programme they will have the opportunity to talk with the school nurse as a single sex group and have any of their questions answered. The class teacher will ensure all girls are clear of the arrangements in school to help them cope with menstruation and from whom sanitary protection is available.

Parents will be invited into school prior to the teaching of sex education to Years 5 and 6 pupils as an opportunity to consult with the class teacher, head teacher and other adults involved in delivering the programme, about the detailed content of what will be taught and view any resources to be used. Parents will be offered support in talking to their children about RSE and how to link this with what is taught in school.

### **Marriage and Divorce**

As part of Sex and Relationship Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the government recognises that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken that there is no stigmatisation of children based on their home circumstances.

We live in a society that includes a range of family units and as well as broken families. Teachers do not assume that each child in their class lives with both parents. Discussing marriage in this environment needs to be handled with sensitivity, but that should not diminish its importance.

Divorce and separation of parents can have a profound effect on young people. Ignoring marriage and marriage breakdown for fear of causing pain will not help children process what they may be going through. Teaching about marriage should focus on the future relationships that the pupils expect to have, not the current relationship of their parents.

### **CONFIDENTIALITY**

Teachers understand that the provision of advice to individual pupils should be undertaken with considerable care, particularly if this relates to sexual behaviour. The dividing line between good pastoral care and trespassing on the proper exercise of parental rights and responsibilities is very narrow.

#### ***DFE Guidance: Sex & Relationship Education, July 2000 states:***

*Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.*

*Teachers need to be aware that during effective RSE pupils will be taught about what is and is not acceptable in a relationship, and this can lead to disclosure of a child protection issue.*

*If a member of staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they should report their concerns or suspicions to the Head teacher, as the member of staff with designated responsibility for child protection, and follow the procedures set down in the school's Child Protection Policy.*

## **Key Principles of the School's Confidentiality Policy**

- Pupils and parents and carers will be made aware of the school's Confidentiality Policy and how it works in practice.
- Pupils will be reassured that their best interests will be maintained.
- Pupils will be encouraged to talk to their parents or carers and will be given support to do so.
- Pupils will know that teachers cannot offer unconditional confidentiality.
- Pupils will be reassured that, if confidentiality has been broken, they will be informed first and then supported as appropriate.
- If there is any possibility of abuse, the school's Child Protection procedure will be followed
- Ground rules will be established and used in lessons.

The School's Confidentiality Policy will be shared with pupils through the PSHE curriculum. Parents and carers will be made aware of the policy via the School's website.

## **Personal Disclosures**

Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again individually to the pupil before the end of the school day and pass the matter to the headteacher, as member of staff with designated responsibility for child protection.

There may be rare occasions when a teacher is directly approached by a pupil who is sexually active or is contemplating sexual activity. This should be viewed as a child protection issue and should be brought to the immediate attention of the head teacher, as member of staff with designated responsibility for child protection.

## **Health Professionals**

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation they should follow the School's Confidentiality Policy. In line with best practice they will seek to protect privacy and prevent inappropriate personal disclosures in a classroom setting, by using the negotiated ground rules and distancing techniques.

## **Parental Right to Withdrawal**

As a school we will always seek to work in partnership with parents believing this is essential to effective Relationship and Sex Education. Parents are the key people in teaching their children about RSE and growing up; the school's RSE programme is designed to complement and support parents in their role.

Parents have the right to withdraw their children from all or part of the Relationship & Sex Education that falls outside the National Curriculum for Science. However, by involving parents in developing our school Relationship and Sex Education Policy, we hope to minimise the need for any parent to withdraw their child.

Parents are informed in writing prior to the teaching of sex education. They are given the opportunity to see teaching materials to be used, and receive explanations of the way in which it is proposed to use them in the

classroom. Parents will be reminded of their right to withdraw their child/ren and the procedure they should follow to exercise this right.

If a parent wishes to withdraw their child they should put their request in writing to the Mrs Hatton - a reason does not have to be given. Once a request has been made, that request will be complied with until the parent, changes or revokes it. Pressure will not be put on parents who decide to withdraw their children

**Policy Review**

This policy was written by the Headteacher in consultation with staff.

Reviewed February 2017

Signed ..... Head teacher

Signed ..... Chair of Raising Standards Committee

Date .....