



Broadfield Primary School Relationships and Sex Education Policy

Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief
Respect
Our community
Aspiration
Diversity
Friendship
Inclusion
Equality
Learning
Determination

In line with our mission statement:

Together we can achieve

The policy should be read in conjunction with the following:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Anti-bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy
- Equalities Policy

Introduction

According to the Relationship and Sex Education (RSE) guidance, RSE is lifelong learning about physical, moral and emotional development.

The RSE curriculum will reflect the values of Broadfield Primary School as well as the PHSE programme. Every pupil should receive their full entitlement to RSE regardless of their gender, race, faith, ethnicity or sexual orientation

Aims

The aims of our Relationships and Sex Education Policy at Broadfield are to:

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive and safe culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Know about the risks of being online and to stay safe from exploitation.
- Ensure that Relationships Education, RSE and Health Education is accessible to all pupils and recognise that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- To provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on equal footing, to deal with the secondary RHSE curriculum.

Statutory Requirements

As a maintained primary school, Broadfield Primary School must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE we must have regard to the guidance issued by the secretary of state as outlined in Section 43 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

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 – The PHSE Lead with the working group pulled together all relevant information including relevant national and local guidance (The Oldham Interfaith Group)
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 attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

The minimum statutory requirement for RSE is that schools must deliver the National Curriculum for Science to all children within school. In addition to the Science National Curriculum, PSHCE provides an appropriate vehicle for RSE.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in single sex groups to cover content such as menstrual hygiene.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

Key objectives of the statutory Relationships Education curriculum are outlined in Appendix 1.

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals.
- To describe the changes, as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes in Year 6. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 6 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 6. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother.
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- how a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

Delivery of RSE at Broadfield

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in single sex groups to cover content such as menstrual hygiene.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use the correct language for body parts when we have learnt it

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions and or post its will be used for children to write down any questions about things that they are not sure about.

If staff are faced with a question they do not feel comfortable answering within the classroom, the use of a question box, post it notes or creating a time to talk to a child individually will be used.

If at any point a disclosure is made by a child it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the Designated Safeguarding Lead or Deputy DSL. All concerns should be logged on CPOMS

[Link to Safeguarding Policy](#)

Use of visitors

There may be occasions when health professionals are invited into school to support the teaching of RSE. They will be asked to conform to the following:

- Visitors will follow Broadfield's Safeguarding procedures if a disclosure is made within the lesson.
- Visitors must follow the school's Relationship and Sex Education Policy

Roles and responsibilities

The governing body

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

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.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy and reports to governors

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- 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.
- Monitoring progress

Class teachers are responsible for teaching RSE at Broadfield Primary School.

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.

Pupils

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

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy.
- Inform parents about the school's RSE policy and practice.
- Invite parents/carers to view the materials used to teach about RSE in our school.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Encourage parents/carers to be involved in reviewing the policy and making changes to it as necessary. Policies will be found on the school website.
- Inform parents/carers about the best practice known with regard to RSE so that parents/carers can support the key messages being given to children at school.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Monitoring arrangements

This policy will be reviewed on an annual basis by SLT and the PHSE working party to:

- Ensure the content is age appropriate.
- Evaluate the effectiveness of the curriculum.

This will be shared with the governing body.

Appendix 1

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • 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 <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<ul style="list-style-type: none"> • 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

<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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
<p>Online relationships</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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
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