A close up of a logo

Description automatically generated

**Relationships and Sex Education Policy**

1. **Rationale**

Children need to be empowered with the skills and knowledge necessary for them to grow and develop into “whole” people who can form and enjoy mutually respectful and responsible relationships encompassing a healthier, safer lifestyle.

1. **Aims**

Belford Primary School takes its responsibility to provide relevant, effective and responsible SRE to all of its pupils as part of the school’s personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that SRE will be delivered at a level appropriate to both the age and development of pupils, and that pupils feel safe to voice opinions and concerns relating to the SRE provision.

Staff follow guidance from the Department for Education: Relationships Education, Relationships and Sex Education and Health Education 2019. This is statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

1. **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.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

However, 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 [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

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

1. **Expectations**
2. Children We expect the following from our children:

* To learn from the overall ethos of our school from attitudes of staff
* To meet the statutory National Curriculum Science elements of the SRE curriculum
* To support one another with issues that arise through SRE
* To listen in class, be considerate of other people’s feelings and beliefs and comply with the ground rules that are set in class
* Be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to SRE or otherwise
* Develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media

1. Parents

Parents/carers and pupils can expect the following from school:

* A programme for all children which provides accurate information and which fulfils the requirements of the National Curriculum, is progressive and takes into account the specific needs of groups according to ages, maturity and ability
* Teaching which will encourage children to take responsibility for their actions, promoting responsible behaviour, combating abuse and exploitation whilst developing the students’ ability to make informed decisions
* An approach which will allow the development of the necessary skills to effectively build relationships and communicate with others
* A programme which will enable children to develop positive self-esteem
* Staff who will promote the concept of enjoying relationships based upon mutual respect and responsibility, free from any abuse. Children should learn the significance of stable relationships as key building blocks of community and society. However, care will be taken to ensure that there is not stigmatisation of children based on their home circumstances
* Appropriate liaison with parents/carers as/when necessary
* An atmosphere of trust with reassurance that ‘change’ is part of ‘life’
* Materials used in school which are age appropriate
* Teaching pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
* Support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
* Provide pupils with the right tools to enable them to seek information or support, should they need it
* Teach pupils about consent and their right to say no, in an age appropriate manner
* Lessons that are sensitive to a range of views, values and beliefs
* To accept that learning about sex and relationships is a natural part of growing up and therefore should be discussed both formally, in the classroom and in more informal settings, e.g. home and the community

1. What we expect from parents/carers:

* Support for our aims and feedback where appropriate especially regarding sensitive issues
* Parents have the right to withdraw their children from all or part of the SRE programme provided at school except for those parts included in the statutory National Curriculum. Parents should arrange to speak to the class teacher about their reasons for withdrawal.
* Contact with the Headteacher if a pupil is to be withdrawn from SRE lessons (unless those lessons which form part of the National Curriculum for Science)

1. **Curriculum**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

National Curriculum Science:

Key Stage 1:

* 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
* describe the importance for humans of hygiene

Key Stage 2:

* 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

**Additional intended learning outcomes for SRE are as follows:**

**By the end of Key Stage 1:**

**Pupils will be able to:**

* identify and share their feelings with others
* recognise safe and unsafe situations
* identify and be able to talk with someone they trust
* be aware that their feelings and actions have an impact on others
* make a friend, talk with them and share feelings
* use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

**Pupils will know and understand:**

* the basic rules for keeping themselves safe and healthy
* about safe places to play and safe people to be with
* the needs of babies and young people
* ways in which they are like and different from others
* that they have some control over their actions and bodies
* the names of the main external parts of the body including agreed names for sexual parts
* why families are special for caring and sharing

**Pupils will have considered:**

* why families are special
* the similarities and differences between people
* how their feelings and actions have an impact on other people

**By the end of Key Stage 2:**

**Pupils will be able to:**

* express opinions, for example, about relationships and bullying
* listen to, and support others
* respect other people’s viewpoints and beliefs
* recognise their changing emotions with friends and family and be able to express their feelings positively
* identify adults they can trust and who they can ask for help
* be self-confident in a wide range of new situations, such as seeking new friends
* form opinions that they can articulate to a variety of audiences
* recognise their own worth and identify positive things about themselves
* balance the stresses of life in order to promote both their own mental health and well-being and that of others
* see things from other people’s viewpoints, for example their parents/carers and their carers
* discuss moral questions
* listen to, support their friends and manage friendship problems
* recognise and challenge stereotypes, for example in relation to gender

**Pupils will know and understand:**

* about the physical changes that take place at puberty, why they happen and how to manage them
* the many relationships in which they are all involved
* where individual families and groups can find help
* how the media impact on forming attitudes
* about keeping themselves safe when involved with risky activities
* that their actions have consequences and be able to anticipate the results of them
* about different forms of bullying people and the feelings of both bullies and victims
* why being different can provoke bullying and know why this is unacceptable
* about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

**Pupils will have considered:**

* the diversity of lifestyles
* others’ points of view, including their parents/carers
* why being different can provoke bullying and why this is unacceptable
* when it is appropriate to take a risk and when to say no and seek help
* the diversity of values and customs in the school and in the community
* the need for trust and love in established relationships

1. **Planning and Delivery**

We recognise that an interactive approach to SRE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their SRE in ways appropriate to their age.

We will involve pupils through:

* discussions with small groups of pupils
* questionnaires/surveys
* pre and post assessment activities for SRE
* full class consultation activities which ensure all pupils have a voice in the process

Teachers will deal honestly and sensitively with children’s questions, answering appropriate questions and offering support.

Staff involved should feel confident and committed to delivering lessons which may involve sensitive issues. Staff teaching the programme, support its aims and training is offered to those teachers directly involved in delivering the programme.

Outside agencies may be used to enrich this programme. Health professionals may visit school to assist.

Teachers will use a range of strategies to help students to develop confidence in talking, listening and thinking about topics which arise in SRE lessons. These strategies include: establishing ground rules, making use of discussion and project learning and encouraging reflection.

1. **Confidentiality**

Teachers cannot offer or guarantee absolute confidentiality. If a member of staff suspects that a child is a victim of abuse or is at risk of abuse s/he should follow the school procedures for reporting concerns and see the Designated Teachers for child protection immediately. Staff will always try to encourage pupils to talk to their parents/carers and will give them support to do so.

If members of staff are unsure or uneasy about the comments or behaviour of any individual or class, again they will seek assistance from the Designated Teachers for Child Protection.

1. **Health Professionals**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support SRE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil’s perceptions. When visitors are used to support the programme, the school’s policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the SRE programme.

Before involving visitors in any aspect of SRE, teachers should ensure that:

* the visitor understands the school’s confidentiality policy, values and approach to the educational programme
* there is appropriate planning, preparatory and follow up work for the sessions
* the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
* the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

1. **Evaluation**

This policy will be evaluated every 2 years by the Governing body and relevant staff to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

|  |  |  |
| --- | --- | --- |
| **Approved by:** | Lorna Rainey Headteacher  Phil Green  Chair of Governors | **Date:** July 2022 |
| **Next review due by:** | July 2023 | |