



Burlish Park Primary School



Relationships and Sex Education Policy

DATE: January 2024

REVIEW DATE: February 2026

Relationships Education Principles



To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

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

- inform parents about the school's relationship education policy and practice;
- answer any questions that parents may have about the relationship education of their child;
- take seriously any issue that parents raise with teachers or Trustees about this policy or the arrangements for relationship education in the schools

Parents have the right to withdraw their child from all or part of the relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from relationship education lessons, they should discuss this with the respective Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The schools always comply with the wishes of parents in this regard.



This Policy was produced by Joseph Lindley (PSHE (My Life) Coordinator) in consultation with the Headteacher, Parents, School Advocates of Burlish Park Primary School and Victoria Pugh (Author of the curriculum scheme of work 'My Life').

January 2024



Rationale and Ethos

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Vision and Aims

Our vision is to be a place of great love and great learning, where everyone thrives on encouragement, support and challenge.

We aim to be a vibrant school where expectations are high and where effort and excellence are celebrated. Individuality, creativity and independence are fostered and everyone learns in a happy, safe and supportive environment.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) & Citizenship Education Scheme (known at Burlish Park Primary School as 'My Life') in which we deliver accurate, relevant and age-appropriate information about Relationships and Sex Education – one of the core stands of PSHE and Citizenship. This will ensure that our children may achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to teach children about Relationships and Sex Education in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which considers the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the Relationships and Sex Education strand of our PSHE & Citizenship curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

Teachers make Relationships and Sex Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/ small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities.



Roles and Responsibilities

The School Advocate

The school advocate has delegated the approval of this policy to the headteacher.

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.

PHSE (My Life) Coordinator

The My Life Co-ordinator is responsible for reviewing and evaluating SRE at our school and will report annually to the headteacher.

Staff will be assisted in their planning and delivery of the 'Curriculum for SRE' by the My Life Co-ordinator who will provide lesson plans and activities for colleagues, signpost colleagues to relevant and suitable resources, plan INSET to meet staff needs and liaise with visitors who support the SRE curriculum.

The School Advocates hold responsibility for the SRE Policy and will be assisted in monitoring its implementation by the My Life Co-ordinator.

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.

Pupils

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



Legislation

What is Relationships and Sex Education?

Relationships Education became a statutory component of the PSHE and Citizenship curriculum in Primary Schools in September 2020 which involves learning about the many strands of 'relationships' and 'growing up' including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

At Burlish Park Primary School we believe that Relationships and Sex Education equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

The importance of celebrating diversity within Relationships and Sex Education

We strive to promote equality through all aspects of our Relationships and Sex teaching. As such, our curriculum promotes tolerance and acceptance.

Just as we encourage Burlish Park Primary School children to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act-2013'). This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in Modern Britain. We use a variety of teaching materials and resources to try to fulfil this and which parents and carers are welcome to request to view.

Who delivers the Relationships and Sex Education Curriculum?

All Relationship lessons are taught by teaching staff who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material.



Curriculum Design

Relationship and Sex Education –Subject Content

'Relationships' Education became a statutory component of the PSHE and Citizenship curriculum in Primary Schools in September 2020.

Through Burlish Park Primary School's Relationships Education Provision we aim to ensure all pupils leave our school with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

In addition to the Relationships Education, the pupils in Year 6 will leave our school with:

- the knowledge of how a baby is conceived and born.

In order to achieve these aims the related topics covered in different phases include:

Reception

Healthy me

Looking after ourselves

Me, you and us

Changes and growing up

KS1

Staying safe

Healthy me

Healthy Bodies

Different types of families

KS2

Exercise

Stereotypes

Respect

Falling Out and Making Up

Body Image

Bereavement and loss

Puberty

Diverse families

Changing emotions

Changes in Friendships

Mental and Emotional Health

Sex education



As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships Curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.

Stakeholders

Relationships and Sex Education – Parent & Carer Partnerships

At Burlish Park Primary School we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies and other people. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

With this in mind, we will provide parents and carers with information to show what is covered in the lessons and how they can support their children at home. Parents and carers will be provided with a list of suggested books for their children to read and copies of these will be available for parents and carers to look at if they wish.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of Relationships and Sex Education that will affect our children's lives so fundamentally - both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of Relationships and Sex Education, then they should ask to speak to the PSHE (My Life) coordinator or a senior member of staff who will be able to provide more specific information on curriculum and resources that are used to teach this strand of the PSHE Curriculum.



Relationship & Sex Education – Right to Withdraw

Since September 2020, Relationships Education has been statutory for all children, in all primary schools. This means that parents and carers cannot withdraw their child from these lessons. However, they will be able to request that their child is withdrawn from lessons about sex education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum.

A letter will be sent out to the Year 6 pupils prior to the sex education lessons, which will provide the information and procedure if parents/carers wish to withdraw their child from the sex education lessons specifically.

Safe and Effective Practice

Confidentiality & Safeguarding – Keeping Children Safe

At Burlish Park Primary School, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes make available a class 'question box/worry box' which gives children the option of writing down their questions/worries and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In line with the school's policy for Safeguarding, Burlish Primary School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Burlish Park Primary School staff read updated statutory guidance; 'Keeping Children Safe in Education'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within Relationships and Sex Education for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue - as with all such instances - the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Burlish Park Primary School's policy on Safeguarding and Child Protection.



Assessment, Monitoring & Reporting

Self- assessment is a vital part of learning in Relationships and Sex Education.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum.

Pupil voice is also a key feature of our learning at Burlish Park We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year.

Staff who deliver the Relationships and Sex Curriculum will critically reflect on their teaching and best practice can be shared at teaching and learning meetings and during subject monitoring sessions.

Comments on children's learning and progress in Relationships and Sex Education is reported to parents and carers informally at parents' evenings where necessary and can form part of a written comment on their end of year report.

Relationship and Sex Education – Where to find information

Our inclusive Relationships and Sex Education curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2.

Each year group will inform parents and carers of the topics covered each term through the termly newsletters that are sent out at the beginning of each term.