



Bolton-le-Sands C of E Primary School

With God at the centre, we reach out to support each other in learning, growth and community.

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

MISSION STATEMENT

At Bolton-le-Sands Church of England Primary School, we believe that God is at the centre of all we aim to do. It is our goal to ensure that all members of our school community are given the opportunity to get to know God and thank Him for His goodness to us. We are the village school and are at the heart of this village community, all members of this community are made welcome at our school because, it is our faith that, **“with God are the centre, we reach out to support each other in learning, growth and community.”**

VISION

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Bolton-le-Sands Church of England School our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do. Our school focuses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique being, a child of God, loved and accepted by God. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

This policy is to be read in conjunction with our PSHE Policy as RSE forms part of Personal, Social and Health and Economic Education.

AIMS

The aims of relationship and sex education at Bolton-le-Sands CE Primary School are:

- To ensure Sex and Relationships Education is part of a child’s broad, balanced curriculum, integral to the basic curriculum of the school and part of the child’s all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.

- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To teach children that it is acceptable to have their own views but not to impose those views on others.
- To know how to 'love your neighbour' even when we might disagree.

STATUTORY REQUIREMENTS

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education where the government has made Relationships Education compulsory in primary schools. The guidance makes it clear that in primary schools the focus should be on teaching the fundamental building blocks and characteristic of positive relationships, with particular reference to friendships, family relationship and relationships with other children and with adults. The guidance provides clear statements of what is expected to be covered by the end of primary education (see appendix 2).

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy." Taken from the Secretary of State Foreword of the Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance 2019

POLICY DEVELOPMENT AND REVIEW

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

1. Review – staff working group gather all relevant information including relevant national, diocesan and local guidance.
2. Diocesan input: Stephen Whittaker, head of the BDBE, delivered training to staff and governor working group.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make

recommendations. Staff then identified which resources are to be used in each year group to ensure they meet the stipulations of our policy.

4. Governor consultation: Governor working group was consulted and given the opportunity to feed back to the full Governing body.
5. Parent consultation – parents and any interested parties were invited to attend a meeting (or respond to a questionnaire) about the policy
6. Pupil consultation – we investigated what exactly pupils want from their RSE
7. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every 3 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

DEFINITIONS

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships, with the recognition that loving family units may vary. We will teach the Church view of marriage, as well as the legal state view of marriage. We will teach LGBT content in the context of a loving family unit. We will also cover showing respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health, contraception, reproduction (in conjunction with the science curriculum).

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco. Teaching about puberty and changes to children's bodies during this process is taught as part of the Health Education programme.

RIGHT TO BE EXCUSED FROM SEX EDUCATION

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate, the child, and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex Education.

Parents cannot withdraw their child from any part of Relationship (or Health) Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

CURRICULUM DELIVERY OF RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

DIFFICULT QUESTIONS & SENSITIVE ISSUES IN RELATION TO SEX EDUCATION

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns. In Year 6, children will be given the chance to use a 'question box' to put sensitive questions in. Staff will carefully screen these to ensure they are appropriate within our policy.

OUR SCHOOL HAS DECIDED NOT TO TEACH ABOUT OR ANSWER QUESTIONS ON:

- Rape, oral sex, exploitative or violent sexual practices, incest, prostitution, masturbation or about forms of sexual intercourse for pleasure.
- AIDS/HIV, stillbirth, and abortion will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

ROLES AND RESPONSIBILITIES

The Governing Board

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 in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school, as well as following the RSE policy.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

All teaching staff are responsible for teaching RSE, with the support of a teaching assistant where appropriate. PSHE subject leader, under supervision from the Headteacher/DHT is responsible for ensuring appropriate content is taught in each year group.

Pupils

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

TRAINING

Staff are trained on the delivery of RSE by the PSHE subject leader, the Headteacher/DHT, and trained professionals where appropriate (e.g. Coram Life Education leaders)

The Headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored through: lesson observations, work scrutinies, walkthroughs, conversations with children, reports to CSE Governors committee.

POLICY MONITORING AND REVIEW

This policy will be monitored and reviewed by: PSHE Lead and Senior Leadership Team

Date reviewed by Governing Board: April 2020

Date due for review: April 2023

CURRICULUM OVERVIEW SPECIFIC RSE COVERAGE FOR EACH YEAR GROUP

This should be read in conjunction with the PSHE Curriculum Overview which includes teaching and learning of Personal, Social and Health Education.

Year Group	Content	How it is taught	Member of staff responsible
Foundation Stage	<p>In the Foundation Stage, children will be taught about themselves, their relationships with others and how to understand their own feelings. Using the underpants rule, they will also begin to learn that their private parts are private to them. Correct terminology (penis, vagina) will be used by teachers if children ask what their private parts are called.</p> <p>EYFS Units Me and my relationships All about me What makes me special Understanding my feelings</p>	Continuous provision, activities, discussion	Class teacher Teaching Assistants
Year 1	<p>In Year 1, children begin to learn how to understand their own feelings and how to speak about these.</p> <p>Children will be taught about the difference between a surprise and a secret. They will begin to think about when keeping a secret might make them uncomfortable.</p> <p>Children will continue to learn about their private parts being private and belonging to them.</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>Sessions will be delivered in a whole class setting, with opportunity for small group discussion.</p>	Class teacher Teaching Assistants
Year 2	<p>In Year 2, children will begin to learn about their bodies in order to keep themselves safe. They will specifically learn how to recognise something that makes them feel uncomfortable and who to tell about this.</p> <p>Children will learn about good and bad touches. This will be taught with a safeguarding context – how to keep themselves safe. Materials, such as the Underpants Rule from NSPCC, will be used.</p> <p>Children will continue learn about keeping their private parts private. What has changed since they were a baby?</p> <p>Children will learn about what to do when they are upset and who to talk to.</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>Sessions will be delivered in a whole class setting, with opportunity for small group discussion.</p>	Class teacher Teaching Assistants
Year 3	<p>In Year 3, children will begin to learn the names of body parts and to understand that boys' and girls' bodies are the same but different.</p> <p>Children will learn about loving family relationships and how to tolerate difference.</p> <p>Children will continue to learn about their own personal space.</p> <p>Names of body parts: penis, vulva, vagina, testicles, nipples.</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>This is part of relationships education.</p> <p>Sessions will be delivered in a whole class setting, with</p>	Class teacher Teaching Assistants

	<p>Adoption, fostering, same sex couples. In the context of loving family relationships.</p> <p>Re-cap of NSPCC underpants rule.</p>	<p>opportunity for small group discussion.</p>	
Year 4	<p>In Year 4, children will begin to be taught about puberty, focusing on how their body and feelings change. This will include periods (summer term).</p> <p>Children will continue to learn about the parts of their body that belong to them and should remain private.</p> <p>Children will continue to learn about and discuss loving family units and begin to think about differences between these.</p> <p>Children will be taught the Church view of marriage, as well as the legal definition of marriage. "For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh. So they are no longer two, but one. Therefore what God has joined together, let man not separate." Mark 10:6-9</p> <p>Marriage act 2013, "Marriage of same-sex couples is lawful."</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>Sessions will be delivered in a whole class setting, with opportunity for small group discussion.</p> <p>There may be occasions when classes will be split into gender-specific groups.</p> <p>Puberty is covered under health education.</p> <p>Definitions of marriage are covered under relationships education.</p>	Class teacher Teaching Assistants
Year 5	<p>In Year 5, children will continue to learn about puberty and physical and emotional changes. They will use technical language to describe changes to their body: penis, testicles, vagina, sperm, egg, breasts, vulva. They will begin to learn about why these changes occur.</p> <p>Children will continue to learn about different types of family units, in the context of family relationships.</p> <p>In Year 5, reproduction in animals is also covered in science.</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>Sessions will be delivered in a whole class setting, with opportunity for small group discussion.</p> <p>There may be occasions when classes will be split into gender-specific groups.</p> <p>A question box will be provided for the children. This way children can ask questions anonymously. These questions will be filtered by teachers to ensure they meet the stipulations of our RSE policy.</p>	Class teacher Teaching Assistants
Year 6	<p>In Year 6, children will be taught to challenge stereotypes: gender, sexual orientation.</p> <p>In Year 6, children will be taught about reproduction in conjunction with the Science curriculum, "Pupils should find out about different types of reproduction, including sexual reproduction in animals." As part of this education, children will learn the names of body parts: penis, vagina, vulva, testicles, sperm, egg, breasts.</p> <p>In conjunction with this, children will continue to learn about puberty and the reasons why puberty occurs (preparing the</p>	<p>Using specific SCARF units that have been adapted to ensure they meet the stipulations of our RSE policy.</p> <p>Sessions will be delivered in a whole class setting, with opportunity for small group discussion. There may be occasions when classes will be split into gender-specific groups.</p>	Class teacher Teaching Assistants

	<p>body for reproduction).</p> <p>In Year 6, reproduction in animals is also covered in science.</p>	<p>A question box will be provided for the children. This way children can ask questions anonymously. These questions will be filtered by teachers to ensure they meet the stipulations of our RSE policy.</p>	
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STATUTORY COVERAGE FOR RELATIONSHIPS EDUCATION

Families and people who care for me	<p>Pupils should know</p> <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 marriage¹³ 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	<p>Pupils should know</p> <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.

¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Respectful relationships	<p>Pupils should know</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.
Online relationships	<p>Pupils should know</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	<p>Pupils should know</p> <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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To see the full guidance, use the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)