

RELATIONSHIPS (& Sex) EDUCATION (RSE) POLICY – Primary/Elementary School

1. AIMS

The aims of Relationships Education – Primary (including sex education) (RSE) at ***** are to:

- Teach the fundamental building blocks and characteristics of positive relationships
- Teach friendships, family relationships, and relationships with other children and with adults
- Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact
- Teach respect for others in an age-appropriate way
- Identifying features of healthy relationships in a range of contexts (personal and online)
- Recognise less positive relationships (problems) when they encounter them
- Understand that families of many forms provide a nurturing environment for children
- Create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- Teach pupils the knowledge they need to recognize and to report abuse (emotional, physical and/or sexual)
- Know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.
- Teach about relationships and health, including puberty
- Teach the UK national curriculum for science, including: main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals

2. STATUTORY REQUIREMENTS

As a ***** International School teaching the National Curriculum for England, the Relationships education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should

ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents the right to withdraw their children.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils.

At BISC Junior School we teach RSE as set out in this policy.

3.POLICY DEVELOPMENT

3. Policy development

This policy has been developed under direction of the Board of Directors, Pastoral leads and with parental consultation. ***** culture, including religious beliefs were considered and continue to be considered for implementation of this policy.

4.DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values:

- Providing a framework in which sensitive discussions can take place
- Preparing pupils for puberty, and gives them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE is not about the promotion of sexual activity.

5.CURRICULUM

We have developed our curriculum in consultation with community members and taking into account the age, needs and feelings of pupils. Also, ***** culture, including religious beliefs. If pupils ask questions outside the scope of this policy, teachers and other adults will respond in an appropriate manner.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

For more information about our curriculum, see our curriculum map in Appendices:

- 1 - Relationships education (Primary); and
- 2 - Relationships education and sex education (Yasmin and Tom)

6.DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions in Year 5 and Year 6, where parents have the option to withdraw their child/ren.

7.ROLES AND RESPONSIBILITIES

7.1. THE DIRECTORS

The Board of Directors will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Board of Directors has delegated the approval of this policy.

7.2. THE HEAD OF JUNIOR SCHOOL

The Head of Junior School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3. 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-science 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 Head of Junior School.

Staff in Years 5 & 6 will teach the more detailed aspects of SRE as laid out in the Curriculum Plan.

7.4. PUPILS

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

8. PARENTS RIGHTS TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE (refer to Module Three, Appendix 2).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Junior School.

Alternative work will be given to pupils who are withdrawn from sex education.

9. TRAINING

Wherever practicable ***** will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10 MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the schools Pastoral Leader & PSHE Coordinator through:

- planning scrutinies,
- learning walks,
- and pupil voice activities.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of Junior School annually.

At every review, the policy will be approved by the Board of Directors.

APPENDIX

Appendix 1: Relationship's education (Primary) - by the end of primary school pupils should know

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 ● 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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<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

TOPIC	PUPILS SHOULD KNOW
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

Appendix 2:

Module One – Years One and Two (ages 5 – 7)

Introducing Yasmin and Tom (Yr 1 & 2)

- I can describe some ways that boys and girls are similar or the same
- I know that there is more than one way to be a boy and more than one way to be a girl

Friendships and feelings (Yr 1 & 2)

- I can describe what makes a good friend
- I can identify when friendship feels good
- I can describe how to solve a problem when a friendship goes wrong

Different families (Yr 1 & 2)

- I can identify different types of families
- I can describe a similarity and difference between different types of families

My brilliant body (Yr 1 & 2)

- I can explain that all bodies are different
- I can say what is brilliant about my body
- I can explain what to do if someone says mean things about someone's body
- I can describe how to get help

Keeping clean and taking care of myself (Yr 1 & 2)

- I can name the objects that are used to help keep someone clean and healthy
- I can explain why it is important to keep clean
- I can explain what to do if someone says mean things about someone's body
- I can do for myself to look after my body and which things I am learning to do

Naming body parts (Yr 2)

- I can name different parts of my body including the private and personal body parts
- I can explain what private and personal body parts are and how they are identified

Keeping safe (Yr 1 & 2)

- I can recognise when a situation is safe or unsafe
- I can describe some ways that I can keep safe
- I can describe how to get help

Module Two – Years Three and Four (ages 7 – 9)

Introducing Yasmin and Tom (Yr 3 & 4)

- I can contribute to small group discussions
- I can identify one person I can talk with about growing up
- I can identify something that will make us feel safe to discuss our bodies and relationships

Gender stereotypes and aspirations (Yr 3)

- I can take part in a discussion and respond respectfully to someone I don't agree with
- I can describe what a stereotype is

Me, myself and I (Yr 3)

- I can show respect to others who are different to me
- I can tell you at least one thing I am good at
- I can tell you one thing I can do to make myself feel better if I am feeling down

What makes a good friend? (Yr 3 & 4)

- I can tell you two things that make a good friend
- I can tell you two things that would make me think someone is not a good friend
- I can explain what I need to do to be a good friend

Families and getting on with our families (Yr 3 & 4)

- I can tell you one thing that most families have in common and one way in which families can be different
- I can explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's
- I can identify who I talk to if I am worried about anyone or anything in my family

My personal and private body parts and keeping safe (Yr 4)

- I can label the personal and private parts of bodies
- I can explain the difference between safe and unsafe touches
- I know that no one has the right to touch us in a way that feels unsafe not even someone in our family

Body care (Yr 4)

- I can tell you at least one brilliant thing about my body
- I can explain which parts of the body I particularly need to keep clean as I get older

Is it risky? (Yr 3 & 4)

- I know what risky means and that some risks are good and for others I need to think carefully
- I am beginning to understand how to take steps to assess risk and keep myself safe
- I can say no to things that I don't want to do
- I can use 'Stop Think Go' to help me know what my options are if I start to feel unsafe

People who can help us on and offline (Yr 3 & 4)

- I can identify someone I can ask for help if I need it
- I can explain what the CEOP reporting symbol means

Module Three (Upper key stage 2) – Years Five and Six (ages 9 – 11)

Introducing Yasmine and Tom (Year 5)

- I can tell you two things that change as we get older
- I can explain what ground rules are and why they are important

Online and offline friendships (Year 5)

- I can explain how healthy friendships and relationships make me feel
- I can explain what online bullying is
- I can tell someone what to do if they see something that is upsetting me or shocking online

Friendships and secrets (Year 5)

- I can tell the difference between a safe and unsafe secret
- I can describe some qualities of a good friendship
- I can ask for help if I need it

Friendships and pressure (Year 5)

- I can explain what peer pressure is
- I can say no to something I don't want to do

Keeping safe – safe and unsafe touch (Year 5)

- I can explain the need to ask and receive permission (consent) for some types of touch
- I can identify when physical contact feels unsafe and describe how to ask for help
- I can evaluate the importance of choice, control and time limit in making safer choices

Keeping safe – online images (Year 5)

- I can explain why posting pictures could be risky
- I can explain the law about sharing pictures of a child's personal and private body parts
- I can describe how to help a friend who has made a 'mistake' online

Changes at puberty (Year 5)

- I can identify some of the changes that will happen in my body and other bodies during puberty
- I can describe who to talk to when I need help dealing with the changes at puberty
- I can ask for support for any changes that are difficult to make

Periods (menstruation) (Year 5)

- I can explain what a period (menstruation) is
- I can suggest ways to overcome possible problems from periods

Wet dreams and **masturbation** (Year 5 & 6)

- I can explain what wet dreams are
- I can explain that some boys have wet dreams and some don't
- I can suggest ways to manage wet dreams
- I can describe what masturbation is

Making babies - sexual intercourse (Year 6)

- I can describe fertilisation through sexual intercourse
- I can explain how a baby is made and that different people use different methods to do this
- I can describe what consent means
- I know the age of consent

Making babies - assisted fertility and multiple births (Year 6)

- I can explain that some people have help to become pregnant
- I can explain why some people need assistance to make a baby
- I can describe the difference between identical and non-identical twins

Making babies - pregnancy and birth (Year 6)

- I can say how long on average pregnancy lasts
- I can explain why a pregnancy lasts approximately 40 weeks
- I can identify and explain why some things that should not be eaten during pregnancy
- I can explain/ describe how babies are born (delivered)
- I can work in a group

Identity and prejudice (Year 6)

- I can define what sexual orientation and gender mean
- I can identify things that shape our personal identity
- I can explain what prejudice means

Equality and the law (Year 6)

- I can describe discrimination
- I can explain that groups of people are protected by the Equality Act
- I can describe ways to challenge prejudice and discriminatory behaviour

Getting help (Year 6)

- I can describe what Childline is and how to access it
- Using my helping hand, I can identify who to go to for help
- I can explain that there is nothing too awful or small that I can't talk to someone about it

These lifecycle lessons (non-science components of sex education) are the only lessons that parents can withdraw their children from within RSE.

Appendix 3: Parent form: withdrawal from the non science aspects of sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
AOB	

