



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Sex & Relationships Education (SRE) Policy**

## **1. Rationale and Ethos**

1.1 We believe relationships and sex education (RSE) is important for our pupils and our school because children are growing up in a complex and changing world. Children need to know how to be safe and healthy with a focus on respectful relationships. We know that young people experience challenges related to their mental wellbeing, therefore we aim to enable pupils to take care of themselves if problems arise.

1.2 We view the partnership of home and school as vital in providing the context as parents and carers are often the prime educators for children on many of these issues. We are sensitive to home backgrounds and the circumstances of each child's family.

1.3 We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) through high quality teaching that is differentiated and personalised to meet the needs of individual pupils.

1.4 We ensure RSE fosters gender equality and LGBTQ+ equality by teaching the importance of equality and respect complying with the Equality Act 2010. All teaching is sensitive, age appropriate and does not promote any form of sexual orientation.

## **2. Legislation (statutory regulations and guidance)**

2.1 Current regulations and guidance from the Department for Education state that "Relationships Education [is] compulsory in all primary schools in England and Relationships and Sex Education [is] compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools" (2020). The guidance states that the parental right to withdraw pupils from RSE remains, for aspects of sex education which are not part of the Science curriculum.

2.2 Documents that inform the schools RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE for the 21<sup>st</sup> Century (2014)
- Keeping Children Safe in Education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

2.3 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and SEMH Policy
- SEND Policy
- SMSC Policy
- Anti-Bullying Policy
- Online Safety Policy
- Social, Emotional and Mental Health (SEMH) Policy

## **3. Roles and Responsibilities**

3.1 The Headteacher is responsible for:

- The overall implementation of this policy.

- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### 3.2 The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

### 3.3. The class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

### 3.4 The Governing Board are responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

3.5 The RSE programme will be taught by class teachers and supported by Teaching Assistants.

3.6 All staff members will undergo training on a regular basis to ensure they are up-to-date with the RSE programme of study.

3.7 Staff training will also be scheduled around any updated guidance to reflect any new developments such as 'sexting' which may need to be addressed.

#### 4. Curriculum Design

4.1 Our RSE programme will be planned and delivered through the 1Decison scheme of work. Each Key Stage will cover the following topics:

- KS1: Bullying, Friendships, Body Language, Touch
- Lower KS2: Relationships, Appropriate Touch
- Upper KS2: Puberty, Conception

4.2 There will also be cross-curricular links to other subject areas as outlined below:

- Science: Animal life cycles, Plant life cycles, Puberty, Reproduction, Evolution,
- PSHE: Feelings & Emotions, differing views, keeping healthy, staying safe, breaking down barriers, inclusion and acceptance, British Values, online safety, celebrating diversity.

4.3 Age appropriate subject content in Key Stage One is as follows:

**Relationships:** Family tree. Differences between other families. What do I like about my friends/What do my friends like about me. What can I do to make myself feel good. Why should I respect other people

**My body:** What are the difference between girls' and boys' bodies. What are the names of different parts of girls' and boys' bodies.

**Life cycles:** Where babies come from. How the bodies changes since being a baby. How other children are similar and different.

**Keeping safe & looking after myself:** What body parts are private. When is it OK to let someone touch your body. How to say 'no' if you don't want someone to touch your body. Who should you tell if someone wants to touch your private parts.

**People who help me:** Who can you speak to if you have a question. Who can you go to if you are worried about something.

4.4 Age appropriate subject content in Lower Key Stage Two is as follows:

**Relationships:** How do relationships change as you grow up and why friendships change. How can you be a good friend. Why it can be fun to have a friend who is different. Unhealthy friendships. How do you know if you are being bullied and what do you do if you are being bullied. How can you make up with a friend when you have fallen out. Why are some parents married and some not.

**My body:** How has your body changed since you was a baby. How is your body changing Why do some children grow quicker than others. How do girls and boys grow differently. Is it ok to be different? What are the similarities and differences between boys and girls. Should boys and girls behave differently.

**Feelings:** What makes you feel good/ bad. How do you know how other people are feeling. Why do your feelings change as you get older. How do you feel about growing up and changing. How can you cope with strong feelings.

**Life cycles:** Why is a male and female needed to have a baby. What are eggs and sperm. How do different animals have babies. What happens when people get older.

**Keeping safe & looking after myself:** How you can look after your growing body. Peer pressure. Is it good or bad to keep secrets.

**People who help me:** Who should you talk to if you feel anxious or unhappy. Where can you find information about growing up.

4.5 Age appropriate subject content in Upper Key Stage Two is as follows:

**Relationships:** The important relationships in your life now. What is love. How do we show love to one another. People of the same sex love one another and this is ok. Different kinds of families and partnerships. What do the words 'lesbian' and 'gay' mean. Why does calling someone 'gay' count as bullying. What should you do if someone is being bullied or abused. Are boys and girls expected to behave differently in relationships and why. Healthy relationships.

**My body:** Puberty. Does everyone go through it and at what age. What body changes do boys and girls go through. Why are some girls 'tomboys' and some boys a bit 'girly'. Is my body normal. What is a 'normal' body. How will my body change as I get older.

**Feelings and attitudes:** Feelings and puberty. Sexual feelings. Wet dreams. Masturbation and is it normal. How to cope with different feelings and mood swings. How to say 'no' to someone without hurting their feelings. What to do if family or friends don't see things the same way. What do families from other cultures and religions think about growing up. Should you believe everything you see on the TV about perfect bodies/ relationship/girls and boys.

**Lifecycles/ human reproduction:** Sex. What is sexual intercourse. How many sperm does a man produce. How many eggs does a woman have. How do sperm reach the egg to make a baby. Does conception always occur or can it be prevented. How do families with same-sex parents have babies. How does a baby develop and how a baby is born. What does a new baby need to keep it happy and healthy.

**Keeping safe & looking after myself:** How can you look after your body when you are going through puberty. How can girls manage periods (menstruation). How you can keep safe on the internet.

**People who help me/getting help and advice:** Who can you talk to if you want help or advice. Where you can find information about puberty and sex. How you can find reliable information about these things safely on the internet. Reliable internet sites. CEOP.

## 5. Safe and Effective Practice

5.1 We will ensure a safe learning environment by establishing a set of ground rules laid out at the start of each unit.

5.2 Pupils' questions will be answered by staff during RSE lessons.

5.3 Issues that arise will be dealt with sensitively by staff and pupils have the opportunity to ask questions anonymously via a 'Question Box'. Pupils will then be split into single sex groups where their questions will be answered by the same sex member of staff.

## 6. Safeguarding

6.1 Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

6.2 Teachers will consult with the designated safeguarding lead and in his/her absence their deputy.

6.3 Teachers will follow the schools safeguarding procedure if a disclosure is made.

6.4 If visitors / external agencies are used to support the delivery of RSE, schools will discuss the content of the sessions and check that the content is age-appropriate.

6.5 Visitors will be made aware of safeguarding procedures in line with the school policy.

6.6 The use of visitors to support the delivery of RSHE will be to enhance teaching, rather than as a replacement for teaching staff.

## **7. Engaging Stakeholders and the Right to Withdraw**

7.1 The school will ensure that no teachers express their personal beliefs or own views when delivering the programme.

7.2 Parents/ carers will be consulted with on the content of the programme through meetings and letters, and the programme will therefore be planned in conjunction.

7.3 We will notify parents/carers when Relationships and Sex Education will be taught. Upon request parents will be shown the relevant animations and resources and have the opportunity to ask any questions.

7.4 Governors will be informed of the RSE policy and curriculum annually when policy is reviewed and ratified by the Governing Board.

7.5 Parents/ carers have the right to withdraw their children from Sex Education within RSE programme. Parents/carers do not have the right to withdraw their child from Relationships and Health Education, nor from the Science National Curriculum. The National Curriculum for Science 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.

7.6 If a parent/ carer requests that their child be removed from RSE, a meeting with the Headteacher will be held to discuss the parents and children's wishes. The meeting will clarify the nature and purpose of the curriculum.

7.7 The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

7.8 The headteacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the science curriculum.

7.9 If a pupil is excused from Sex Education, the school will be responsible to ensure the pupil receives purposeful education during the period of withdrawal.

7.10 Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupil's through the following:

- The use of an annual end of year pupil questionnaire.

- Through speaking to pupil's during RSE learning walks.
- Through the work presented from RSE lessons.

## **8. Monitoring, Reporting and Evaluation**

8.1 Teachers will critically reflect on their work in delivering RSE through a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning Walks
- Lesson planning scrutiny
- Work scrutiny

8.2 RSE provision will be evaluated by the PSHE subject lead.

8.3 The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and governors to evaluate the effectiveness of the subjects and implement any changes.

## **9. Bullying**

9.1 West Buckland Primary School and Nursery has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

9.2 Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

9.3 These incidents will be dealt with following the process in our Anti-bullying Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **10. RSE Policy Review**

10.1 As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.