

# The British School

Working together for our children's future



## RELATIONSHIPS AND SEX EDUCATION POLICY

This Policy should be read alongside the School's Safeguarding Policy and PSHE Policy. These are available from the school office.

### **Contents**

#### 1-INTENT

1.1 Introduction.....	3
1.2 Aims and Objectives.....	3
1.3 Statutory Requirements.....	4
1.4 Context.....	4

#### 2-IMPLEMENTATION

2.1 Consultation.....	5
2.2 Delivery of RSE.....	5
2.3 Roles and responsibilities.....	8
2.4 Right to withdraw.....	9
2.5 Confidentiality.....	9

#### 3-IMPACT

3.1 Direct impact on the children's development.....	9
3.2 Monitoring and review.....	10

## **1 - INTENT**

### **1.1 Introduction**

#### **What is RSE?**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at The British School will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and how totally interlinked physical and mental health are.

The key elements of Relationship Education have been divided into five sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Please see page 32 – 35 of the DfE 2019 Guidance for further details of the end of Primary Education outcomes taken from the DfE Statutory framework.

The scheme of work we use was published by SCARF (Coram Life Education) and written in line with current guidance on good practice within primary schools. It was written for teachers, by teachers, and all material is age appropriate.

### **1.2 Aims and Objectives**

The overall aims of the RSE programme are:

- To provide accurate information about, and understanding of, RSE issues;
- To dispel myths;
- To help pupils to reach their own informed views and choices for a healthier lifestyle;
- To increase pupils' self-esteem;
- To develop skills relevant to effective management of relationships and sexual situations such as risk assessment, conflict management, decision making, seeking help and helping others;
- To contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

All the above is conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships;
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views;
- The development of relationships based on mutual consent rather than coercion;
- The right not to be abused by other people or be taken advantage of.

### **1.3 Statutory Requirements**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

In addition, 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.

### **1.4 Context**

The DfE “RSE and Health Education Draft Statutory Guidance” (Feb2019) states that the relationship part of RSE is statutory. The main RSE programme is delivered through PSHE and biological aspects of the Science Curriculum. Elements of RSE will also arise in other areas of the curriculum.

We teach RSE in the context of the school’s aims and values framework. While RSE in our school means that we may give children information about sexual behaviour, we do this with an awareness of the moral code and values that underpin all our work in school. In particular, we teach RSE with the belief that:

- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies.
- It is important to build positive relationships with others involving responsibility, trust and respect.

The DfE “RSE and Health Education Draft Statutory Guidance” (Feb 2019) explains that “An understanding for all pupils of healthy relationships, acceptable behaviour and the right for everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.”

The DfE also states that “Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity”.

## 2 - IMPLEMENTATION

### 2.1 Consultation

We wish to encourage a policy that promotes health education, therefore we:

- Consult with parents on matters of health education policy
- Ensure that staff are supported by adequate training and resources
- Look positively at any initiatives that support us in providing the best RSE teaching programme that we can devise.

### 2.2 Delivery of RSE

It is part of the statutory National Science Curriculum requirement that the following topics shall be taught in all schools:

**EYFS** (through PSED) – self, confidence and self-awareness, managing feelings and behaviour, making relationships.

**Year 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.

**Year 2** - Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Year 3** - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

**Year 5** - Describe the difference 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

**Year 6** - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Specific RSE sessions are delivered in Term 6 (following the **SCARF** Scheme of Work explained below) by the class teacher or PPA teacher when they know the children well, in mixed or single gender groups as deemed appropriate and relevant. Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important pastoral support role for the pupils.

It is important that children are getting the appropriate content for their year group. In some cases where there are mixed year classes, RSE lessons will be taught to the separate year groups to ensure that children are not receiving content beyond their developmental age.

Teaching of RSE is conducted in a safe learning environment through the use of the following ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss personal issues in class:

- No one will be expected to answer a personal question
- No one will be forced to take part in a discussion; everyone has the right to opt out
- Only the correct names for body parts will be used
- The meanings of words will be explained in a sensible and factual way
- Everyone will listen and respect each other

- Other people's secrets are not ours to share
- What is discussed within the group stays within the group so that younger children in the school are kept safe from any non-age appropriate content. This rule does not apply to teachers who may need to tell someone else if they are worried for the safety of a child.
- Provision will be put in place by the class teachers to minimise any embarrassment and accommodate asking and answering delicate questions.
- Questions outside the planned material will be answered factually and in an age appropriate way where possible.
- Any explicit or difficult question may not be answered immediately but acknowledged and attended to later on an individual basis.
- The teachers will use their skill and discretion in dealing with these and refer to the PSHE co-ordinator/headteacher/parents/carers as necessary.

## **SCARF RSE Scheme of Work**

### Reception

1. Seasons
2. Life stages - plants, animals, humans
3. Life Stages: Human life stage - who will I be?
4. Where do babies come from?
5. Getting bigger
6. Me and my body - girls and boys

### Year 1

1. Healthy me
2. Then and now
3. Taking care of a baby
4. Who can help?
5. Surprises and secrets
6. Keeping privates private

### Year 2

1. A helping hand
2. Sam moves away
3. Haven't you grown!
4. My body, your body
5. Respecting privacy
6. Some secrets should never be kept

### Year 3

1. Relationship tree
2. Body space
3. None of your business!
4. Secret or surprise?
5. My changing body
6. Basic first aid

#### Year 4

1. Moving house
2. My feelings are all over the place!
3. All change!
4. Preparing for changes at puberty
5. Secret or surprise?
6. Together

#### Year 5

1. How are they feeling?
2. Taking notice of our feelings
3. Dear Ash
4. Growing up and changing bodies
5. Changing bodies and feelings
6. Help! I'm a teenager - get me out of here!

#### Year 6

1. I look great!
2. Media manipulation
3. Pressure online
4. Helpful or unhelpful? Managing change
5. Is this normal?
6. Making babies

#### **Vocabulary included in the RSE scheme of work for each year group:**

Reception: seasons, spring, summer, autumn, winter, cycle, growing, family, private parts, life cycles, baby, child, teenager, adult, old age, love, care, penis, vulva.

Year 1: organ, heart, lungs, intestines, brain, stomach, oxygen, digested, caring, love, attention, change, growing, unkind, unkindness, tease, teasing, bully, bullying, witness, experience, getting help, surprise, secret, uncomfortable, privates, private, penis, vulva, vagina, hygiene.

Year 2: help, support, supportive, change, loss, feelings, emotions, frightened, nervous, growing, food, rest, sleep, care, learning, unique, special, penis, testicles, vulva, vagina, nipples, genitals, private, privacy, consent, permission.

Year 3: relationships, positive, healthy, trust, caring, personal space, body space, invade, uncomfortable, stop, respect, touch, secret, surprise, feelings, uncomfortable, angry, upset, jealous, worried, excited, scared, talk, egg, sperm, puberty, period, ovary, fallopian tube, uterus (womb), lining, vagina, period/menstruation pad, tampon, menstruation cup, breasts, genitals, testicles, womb, wet dream, penis.

Year 4: learning line, practice, compromise, hormones, puberty, puberty, pubic hair, eggs, sperm, penis, testicles, breasts, ovaries, womb, vagina, vulva, clitoris, labia, menstrual cycle,

periods, menstruation, period/menstruation pad, tampons, menstruation cup, wet dreams, testicles, sperm, secret, surprise, uncomfortable feelings, marriage, live together, civil partnership, forced marriage.

Year 5: wellbeing, resilience, trust, unwanted touch, unwanted attention, pubic hair, clitoris, vulva, vaginal opening, urinary opening, lips (labia), penis, scrotum, testicles, foreskin, anus, wet dream, erection, stretch marks, crush, puberty, genitalia, semen, menstruation, period, period/menstruation pads, tampon, menstruation cup, sanitary protection, embarrassed, reactions, consequences, hormones, compromise, respect, mood swings, in confidence, break a confidence, confidential, prejudice, biological sex, sexual orientation, gender identity, gender expression, verbal abuse, physical abuse.

Year 6: change, support, conversation, discuss, body image, self-esteem, manipulation, media manipulation, stereotype, gender stereotype, peer pressure, right to privacy, sharing online, online safety, puberty, physical changes, emotional changes, rights, FGM, in confidence, break a confidence, confidential, egg, ovaries, sperm, testicles, puberty, vagina, penis, orgasm, embryo, womb, sexual intercourse, consensual, condom, surrogacy, adoption, IVF, age of consent, miscarriage.

While all class teachers are encouraged to follow the above mentioned scheme of work in their specific year group to ensure continuity throughout the school, teaching of RSE is delivered in a sensitive manner, tailoring the content to the current needs of pupils in each class. Any pupil with special needs regarding this subject will be provided with differentiated and personalised content.

### **2.3 Roles and responsibilities**

The role of parents:

At The British School, we respect that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationships and Sex Education policy and practice
- invite parents to view the material we use to deliver the RSE scheme of work and give them the opportunity to discuss this particular programme of lessons and any issues or concerns they may have regarding how they are taught
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- involve parent governors in reviewing the school policy and making modifications to it as necessary

The role of the headteacher and subject leader:

It is the responsibility of the headteacher and subject leader to ensure that both staff and parents are informed about our RSE policy and that the policy is implemented effectively.

The headteacher or subject leader will liaise with external agencies regarding the school's RSE programme and ensure that all adults who deliver this part of the curriculum are aware of the school policy and work within this framework.

The role of other members of the community:

We encourage other valued members of the community to work with us to provide advice and support to the children in regard to health education. In particular, members of the Local Health Authority (such as the school nurse and other health professionals) and SCARF give us valuable support with our RSE programme.

### **2.3 Right to withdraw**

From Year 1, the programme chosen to teach RSE (SCARF) which meets the statutory requirements becomes statutory, and a parent does not have the right to request that their child is withdrawn from the lessons. Parents do have the right to withdraw their child from the non-statutory parts of the RSE programme that we teach in our school. Therefore, a parent can withdraw their child from any lessons that contain Sex Education but not Relationships or Health Education. In our PSHE scheme, there is one Sex Education lesson that is taught in Year 6. If a parent wishes their child to be withdrawn, they should discuss this with the subject leader and head teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **2.4 Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will bring their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy and Confidentiality Policy.)

## **3 - IMPACT**

### **3.1 Direct impact on the children's development**

Children will be taught:

- The physical development of their bodies as they grow into adults;
- Respect for their own bodies
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the view of other people.



Through the RSE curriculum implementation, all pupils will be able to:

- Develop confidence in talking, listening and think about feelings and relationships;
- Are able to name parts of the body and describe how their bodies work;
- Can protect themselves and ask for help and support;
- Are prepared for puberty.

### **3.2 Monitoring and review**

The subject leader, in consultation with the head teacher and staff, monitors this policy on an annual basis and, when requested, reports to governors on its effectiveness.

The governing body are kept fully informed of any comments from parents about the RSE programme.

**Policy reviewed in May 2024 by Holly Carter, PSHE Subject Lead**

**NEXT REVIEW May 2025**