



Policy 2C - Relationships and Sex Education

(Review annually from 2020)

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Introduction

Barrow Hills School has a responsibility to promote the spiritual, moral, cultural, mental and physical development of its children, and this is one of the aims of our curriculum. We also aim to prepare children for the opportunities, responsibilities and experiences of secondary education and life beyond school. We recognise the need to prepare children for the opportunities, responsibilities and experiences of adolescence, secondary education, and adult life.

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 require the school to provide Relationships Education to our primary aged children (up to and including Year 6), and relationships and sex education for children in Years 7 and 8. This policy sets out how the school aims to meet these requirements.

The school recognises the key role of parents in this subject and undertakes to work cooperatively with them. The school has consulted with parents on the content of this policy.

Aims of Relationships and Sex Education (RSE)

What is it?

Relationships and Sex Education is learning about the emotional, moral and physical aspects of growing up. It is about understanding the importance of respect, love, care, and stable and loving relationships. It prepares children for the changes and challenges of puberty, and develops a consideration of the responsibilities of adulthood. Sex education incorporates the teaching of reproduction but does not promote early sexual activity.

Why should it be taught in school?

Children's understanding of relationships begins at a very early age. They gain their understanding from a wide range of sources and, while much of their knowledge and understanding of relationships and sex comes from parents, it is also received from friends, television, films, books, magazines, the internet, music etc. Some of these sources of information can be unreliable, and can lead to children getting incorrect, confusing or frightening information. By teaching RSE in schools, we provide children with an environment where they can be given correct, age-appropriate information, using appropriate resources. A structured framework increases the likelihood that children will learn about the changes involved in puberty in advance of them experiencing it. While many children are able to have open discussions with their parents at home, teaching RSE in school also provides a springboard for discussion and a further opportunity for children to ask questions.

What are we aiming for RSE to do for our children?

- Provide them with age-appropriate, relevant information which is easy to understand
- Offer the opportunity for children to explore and clarify values, developing positive attitudes
- Develop confidence in thinking and talking about feelings, friendships and relationships
- Enable them to learn about the nature of marriage/stable relationships, and their importance for family life
- Develop an understanding of and respect for different types of relationships
- Understand the characteristics of healthy relationships

Working with parents

The school recognises the importance of the role of parents in the development of their children's understanding about relationships and sex. We aim to work closely with parents when planning and delivering these subjects. This policy sets out for parents what will be taught and when, so that parents can continue the conversations started in class, at home.

The school will inform parents before units of work covering Sex Education commence, and offer the opportunity for parents to ask questions about the school's approach.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of RSE. There is no right to withdraw from Relationships Education, or from Sex Education which forms part of the science curriculum. Requests to withdraw children from Sex Education will be reviewed, with parents, by the Head.

Organisation and planning

RSE is delivered through both the science and PSHE curriculums. In science, material is ordinarily taught by the child's class teacher (up to Year 3) and by a specialist science teacher (Year 4 to Year 8). The content covered in PSHE lessons is delivered by a range of appropriate staff members, including class teachers.

Science Curriculum

Part of RSE is taught in science lessons and is in line with the National Curriculum for science.

In Pre-Prep, children learn:

- To identify, name, draw and label the basic parts of the human body (not including genitalia) and say which part of the body is associated with each sense
- That animals, including humans, move, feed, grow, use their senses and reproduce
- That animals, including humans, have offspring which grow into adults

In Years 3 to 6 children learn:

- The main stages of the life cycle of a variety of animals, including humans (Year 4)
- That the life processes common to humans and other animals include growth and reproduction
- To describe the life process of reproduction in some plants and animals, including asexual reproduction in plants, and sexual reproduction in animals (Year 5)
- To describe the changes as humans develop to old age, including the changes experienced in puberty (Year 5)
- To identify specialised animal cells and state their function, including egg and sperm cells (Year 6)

In Years 7 and 8, children learn:

- The names of the parts of the male and female reproductive systems and their functions
- That the process of fertilisation is the fusion of the male and female sex cells
- What happens during the menstrual cycle
- How a foetus develops in the uterus and the three stages of birth
- The physical and emotional changes which occur during adolescence
- Why offspring display similarities to their biological parents

PSHE Curriculum

Other aspects of RSE are delivered through the PSHE curriculum. The overview of when different aspects of RSE are taught within PSHE lessons is shown below:

Year 1	<p>Getting on and Falling Out (Autumn Term)</p> <ul style="list-style-type: none"> ● Understanding what makes a good friend ● Exploring and expressing feelings and emotions ● Saying no to bullying <p>Good to be Me (Spring Term)</p> <ul style="list-style-type: none"> ● Managing feelings ● Standing up for myself and my views <p>Relationships (Summer Term)</p> <ul style="list-style-type: none"> ● Knowing who is important to me ● Understanding my feelings ● Dealing with our hurt feelings without hurting others <p>Changes (Summer Term)</p> <ul style="list-style-type: none"> ● Understand that we change over time and that some changes are natural
Year 2	<p>Getting on and Falling Out (Autumn Term)</p> <ul style="list-style-type: none"> ● Developing positive friendships ● Seeing things from others' points of view ● Dealing with bullying <p>Good to be Me (Spring Term)</p> <ul style="list-style-type: none"> ● Self-awareness ● Standing up for myself <p>Relationships (Summer Term)</p> <ul style="list-style-type: none"> ● Feeling cared for - family relationships ● Understanding my feelings
Year 3	<p>Autumn Term</p> <ul style="list-style-type: none"> ● Class Charter ● Working together ● Recognising my worth ● Resolving conflict ● The importance of listening ● Giving and receiving compliments <p>Spring Term</p> <ul style="list-style-type: none"> ● Respecting differences ● Understanding feelings ● Being assertive ● Sharing worries ● E-safety <p>Summer Term</p> <ul style="list-style-type: none"> ● Family relationships ● Understanding my own and others' feelings ● Changes that happen in our lives
Year 4	<p>Autumn Term</p> <ul style="list-style-type: none"> ● Celebrating diversity; respecting others ● Self-awareness and self-esteem ● How to be a good friend; kindness ● Getting on with each other; conflict resolution ● Cyber bullying <p>Spring Term</p> <ul style="list-style-type: none"> ● That bodies and relationships change as we grow up ● Challenging gender stereotypes

	<ul style="list-style-type: none"> • Keeping clean <p>Summer Term</p> <ul style="list-style-type: none"> • Rules and policies
Year 5	<p>Autumn Term</p> <ul style="list-style-type: none"> • Friendship - different types of relationship • Respecting others; challenging stereotypes <ul style="list-style-type: none"> ◦ Including looking at the protected characteristics under the Equality Act 2010 • Understanding the consequences of racism and bullying • E-safety <ul style="list-style-type: none"> ◦ Staying safe online - possible dangers ◦ Understanding that people can behave differently online <p>Spring Term</p> <ul style="list-style-type: none"> • Understanding my feelings and the feelings of others • Conflict resolution • Family fall-outs • Keeping secrets • Puberty <ul style="list-style-type: none"> ◦ Physical changes <ul style="list-style-type: none"> ■ The menstrual cycle ■ Body hair ■ Body shape ■ Body odour ◦ Being sensitive to others, feeling self-conscious ◦ Personal hygiene <p>Summer Term</p> <ul style="list-style-type: none"> • Celebrating other cultures
Year 6	<p>Autumn Term</p> <ul style="list-style-type: none"> • Making informed choices • Pressure groups <p>Spring Term</p> <ul style="list-style-type: none"> • Different types of relationships - family and friends <ul style="list-style-type: none"> ◦ Families of different forms, including marriage, single parent families, LGBT parents, adoptive parents • Puberty <ul style="list-style-type: none"> ◦ Recap of changes covered in Year 5 ◦ Keeping clean ◦ Body image ◦ Hormones and emotional changes ◦ Erections and wet dreams • Teasing and bullying • Personal safety - including appropriate and inappropriate/ unsafe physical and other contact • E-safety <ul style="list-style-type: none"> ◦ Identifying risky situations online ◦ Cyber-bullying <p>Summer Term</p> <ul style="list-style-type: none"> • Celebrating Variety
Year 7	<p>Autumn Term</p> <ul style="list-style-type: none"> • Friendship dilemmas • Standing up for yourself; peer pressure <p>Spring Term</p> <ul style="list-style-type: none"> • Different types of relationship - boyfriends and girlfriends • Following on from science topic on reproduction <ul style="list-style-type: none"> ◦ Puberty <ul style="list-style-type: none"> ■ Recapping the changes of puberty - your body

	<ul style="list-style-type: none"> preparing for adulthood <ul style="list-style-type: none"> ■ Gender identity <ul style="list-style-type: none"> ○ Consent ○ Marriage, civil partnerships, family life and cohabiting - the importance of stable relationships ● Personal Safety ● E-safety - managing risk online ● Coping with pressure <p>Summer Term</p> <ul style="list-style-type: none"> ● Prejudice and stereotyping
Year 8	<p>Autumn Term</p> <ul style="list-style-type: none"> ● E-safety and Cyber-bullying ● Prejudice <p>Spring Term</p> <ul style="list-style-type: none"> ● Understanding the importance of marriage, civil partnership, family life ● Puberty <ul style="list-style-type: none"> ○ How the hormonal changes that take place in puberty affect relationships ○ Managing hormones and mood ○ Gender identity ● Coping with pressure <p>Summer Term</p> <ul style="list-style-type: none"> ● Prejudice, stereotyping, discrimination ● Peer pressure and anti-social behaviour ● Preparation for Senior School (post Common Entrance) <ul style="list-style-type: none"> ○ Identifying and managing sexual pressure, resisting pressure and not pressuring others

Dealing with sensitive issues

The vast majority of the RSE syllabus will be taught as a whole class, however there will be some sessions where the children are split into boys and girls in order to provide a more comfortable environment in which they can ask questions.

The School feels that it is important that children's questions relating to sex and relationships are answered in an open and factual way. Teachers will use their professional judgement and discretion when faced with, or answering, questions which they deem to be of a sensitive nature.

Ground rules will be established with classes before RSE sessions begin. For example, teachers will not enter into discussions about personal issues and lifestyles, no child or teacher will have to answer a personal question, and that nobody will be forced to take part in discussion.

Teachers will use distancing techniques such as role play, case studies with invented characters, question boxes and appropriate videos to help children to discuss issues in a de-personalised, safe environment.