



## Relationships and Sex Education

### Rationale:

Beaford Community Primary & Nursery School recognises the importance of presenting children with learning opportunities to develop age appropriate understanding of relationships and sex. It helps children understand and acquire the knowledge to prepare them to make informed decisions about their wellbeing, health and relationships and for the opportunities, responsibilities and experiences of adult life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Sex Education is non – mandatory and parents have the right to withdraw their child from sex education.

The School's Relationships and Sex Education curriculum links directly with the PSHME curriculum.

We aim that by the end of year 6, ***through an age appropriate curriculum***, children will:

### Relationships (Linked to PSHME) Education

- Know what positive and healthy relationships are – with reference to family, family relationships, and relationships with other peers and adults and both on and off line
- and have confidence to ask for help
- Have respect and tolerance for others and their differences
- Know how to and expect children to treat others with kindness, consideration and respect
- Know the importance of honesty and truthfulness, permissions seeking and giving
- Know what is personal privacy and social boundaries and know that they have 'rights' over their own bodies
- Develop skills do develop strong and positive relationships
- How to recognise negative and harmful relationships and how to share, report and get support for these.

### Sex Education (Non mandatory)

- Name the external and internal body parts (also linked to Science curriculum)
- Name correctly both male and female sexual body parts
- Know how babies are made – sexual intercourse

### Health & Mental Wellbeing

- Know that mental wellbeing is a normal part of daily life

- Have the vocabulary and language to talk about their feelings and recognise emotions
- Know the importance of time outdoors, physical exercise, community participations on both mental and physical health
- Understand the impact of screen time on both physical and mental health
- The importance of regular exercise in daily and weekly routines (link to PE)
- Know what a healthy diet is, how to prepare healthy meals and the health risks with unhealthy eating
- Know facts about legal and illegal harmful substances including smoking, alcohol and drug taking
- Know about unsafe exposure to the sun and its dangers
- Know about dental health and oral hygiene
- Understand the importance of sleep
- Understand why handwashing is important to stop the spread of germs and what personal hygiene is
- Know how to call the emergency services and basic first aid
- Know the key facts about puberty and the changes that happen in adolescent bodies (ages 9 -11) including physical and emotional changes

### Teaching & Learning – Provision of Learning

Opportunities for learning and developing knowledge and understanding of relationships is provided for in a variety of ways. These include:

- Whole class learning sessions
- Whole class or small group circle time sessions
- Whole school themes linked to assemblies
- Assemblies with specific content
- Short sessions in response to pupil's needs or events

The content of PSHE learning opportunities are guided through the school's own 2 year rolling framework for PSHE. (See Appendix 1). Teachers also use published materials as appropriate to give ideas for sessions. These include SEAL Materials, P4S – Prevent for Schools online materials, CEOP and South West Grid for Learning.

Sex Education is provided through specific class sessions delivered by the teacher. The school nurse may support some of these sessions, however the class teacher will take the lead. The school uses the Channel 4 'Living and Growing' series of DVDs as a starting point. These resources will be made available to parents to view prior and after Sex Education sessions.

### Pupil's Learning Outcomes:

Most learning outcomes will be achieved through talking and interactive activities. It is likely that written outcomes will be linked to other areas of the curriculum and used to contribute towards a final outcome. Written outcomes will only be used if these are purposeful and enhance the learning opportunities for pupils. Staff will use their professional judgement for this. Informal assessments will be made by teachers and used to plan further learning opportunities and to support reporting to parents.

### Monitoring and Evaluation:

Monitoring and evaluating the curriculum and learning outcomes for children will be undertaken by the curriculum leader and senior leaders either as a specific subject area or as part of the wider monitoring activities. Outcomes of monitoring activities will be reported to governors. Any parents/carers views from questionnaires or feedback to staff as well as thoughts from children will be used to informed evaluations.

**Governors** will ensure that the legal obligations are fulfilled, clear information is made available for parents on subject content and their right to withdraw their child from Sex Education and that a high quality provision is in place that meets the needs of all learners.

#### **Right to withdraw from Sex Education:**

Sex education is non -mandatory and parents who do not wish their child to participate in sex education have a right to withdraw their child from these sessions. Parents will be informed prior to sex education sessions that these are due to take place and those who wish to withdraw their child from sex education are asked to discuss their wishes with the class teacher and headteacher as well as confirming the withdrawal in writing. Children withdrawn from sex education sessions will be given alternative activities in school.

Relationship education is a mandatory part of the curriculum. Children can not be withdrawn from these sessions. (See above and appendix for details of this curriculum)

#### **Pupils with Special Educational needs and Disabilities:**

All children must be able to access the RSE curriculum. Teachers must ensure that provision is matched to individuals and personalised when required to meet a child's level of development.

#### **Religion and Belief:**

The school will take into account children's religious backgrounds, so that sensitive topics that need to be taught are handled appropriately. The school will make sure it complies with the Equality Act (2010) (Religion and Belief are protected characteristics)

#### **Governors:**

This policy was produced in consultation with parents, children, staff and governors.

This policy is linked to:

- Safeguarding
- PSHME curriculum
- Equality Action plan
- Science curriculum
- PE curriculum

*This policy is inline with the draft Relationships Education, Relationships and Sex Education (RSE) and Health Education that was out for consultation in July. A review of this policy and the curriculum for RSE needs to be reviewed with further guidance is released from the DFE ( prior to September 2020)*

Date Agreed at Governors – December 2018

Review Date– December 2020