

# Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

*"That they may have life, life in all its fullness" John 10:10*

Dream...Aspire...Achieve



## Relationship and Sex Education Policy



# Batheaston Church School

Dream...Aspire...Achieve

*"That they may have life, life in all its fullness" John 10:10*

Date Prepared: Jan 2021

Date to be reviewed: Jan 2023

# Relationships and Sex Education

## Policy

*Dream... Aspire...Achieve*

*'That they may have life, life in all its fullness' John 10:10*

This policy should be taken and used as part of Batheaston Church School's overall strategy and implemented within the context of our vision, as an instrument of government aims and our values as a Church of England school.

### Definition

RSE in a primary context is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. RSE involves a combination of sharing information and exploring issues and values. This is implemented within the context of a Church of England primary school. RSE is not about the promotion of sexual activity.

### Aims

The aims of **Relationships and Sex Education (RSE)** at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Learn and understand physical development at appropriate stages.
- Help children understand human sexuality, reproduction, sexual health, emotions and relationships.
- Teach children about contraception.
- To ensure that the sex education programme meets the needs of all the children in the school and is appropriate to their age.

### Statutory Requirements

- In teaching RSE, we are required to follow the statutory guidance within **Relationships education, relationships and sex education (RSE) and health education 2020** issued by the Department for Education.
- The National Curriculum has a requirement to teach science which would include the elements of sex education contained in the science curriculum.
- We model and teach central Christian values, including friendship, generosity, forgiveness, creativity, trust and humility.

At Batheaston Church School we teach RSE as set out in this policy.

### Policy development

This policy has been developed in consultation with staff, children and parents.

The consultation and policy development process involved the following steps:

1. **Review** – Lead Teacher with members of SLT pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and any interested parties were consulted
4. **Child consultation** – we investigated what exactly children want from their RSE.
5. **Ratification** – once amendments were made; the policy was shared with governors and ratified.

## **RSE Curriculum and Lesson Content**

At Batheaston Church School we have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that the children are fully informed. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education is delivered in discrete lessons by the School Nursing Service and will focus on:

### **Year 4**

- Personal hygiene and the importance of keeping our bodies clean (including teeth)
- Preparing boys and girls for the changes that adolescence brings (puberty, menstruation)

### **Year 5**

- Revisiting topics from Year 4

### **Year 6**

- How a baby is conceived and born.

## **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, and other aspects are included in the computing and physical education (PE) curriculum.

**PSHE** - All year groups teach PSHE and Relationships in a regular timetabled session. The PSHE Association guidance and resources are used to plan and deliver PSHE lessons covering three main themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World (see PSHE Policy for detail)

**Science** (Biological aspects of RSE)

### **KS1**

- Parts of the body (Year 1)
- Introduction to the process of reproduction in animals (Year 2)

### **KS2**

- Pollination and fertilisation in plants (Year 3)
- Life processes of reproduction in plants and animals (Year 5)
- The changes experienced in puberty (Year 5)

**Computing** – staying safe online. Covered throughout the year and revisited regularly in age-appropriate ways across the school. Internet Safety Week covered across all year groups. Posters are displayed in all classrooms highlighting the importance of staying safe online.

**PE** – staying fit and healthy is given high priority throughout PE lessons across the school. Healthy eating and exercise are discussed regularly and promoted through our Healthy Eating Policy and PE focussed days. Across these subjects, **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
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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, LGBT parents, 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 example: looked after children or young carers).

## **Inclusion**

**Ethnic and Cultural Groups** We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular subjects in mixed groups. We will respond to parental requests and concerns.

## **Students with Special Educational Needs**

We will ensure that all young people receive Relationships and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

**Sexual Identity and Sexual Orientation** We aim to deal sensitively and honestly with issues of sexual orientation and answer appropriate questions.

## **Roles and Responsibilities**

### **Governors will:**

- Approve the RSE policy and hold the headteacher to account for its implementation.

### **Head Teacher will:**

- Ensure that RSE is taught consistently across the school.
- Manage requests to withdraw children from non-statutory components of RSE.

### **Lead Teacher will:**

- Support colleagues with the teaching of RSE lessons by providing guidance.
- Share information about current developments and resources.
- Observe teaching sessions and provide developmental feedback as appropriate.
- Write and action an annual Action Plan for the subject.

### **Teachers will:**

- Know the RSE policy.
- Deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Monitor progress
- Respond to the needs of individual children
- Respond appropriately to children whose parents wish them to be withdrawn from the non-statutory 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 headteacher.

*Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be 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 follow protocols laid down in the Child Protection and Safeguarding Policy. (See also Child Protection Policy)*

### **Children will:**

- Engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents and Carers**

The school is well aware that the primary role in children's sex education 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 sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this.

### **Parents' right 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-statutory components of sex education within RSE.

If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Headteacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing.

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

This policy will be reviewed by Governing Body annually. At every review, the policy will be approved by the Governing Body.