

# Boundary Primary School



## RSE Statement

**Review period:** Annually

**Date policy last reviewed:** September 2023

**Person Responsible for Policy:** Head of School and PSHE lead

## **Boundary Values and Ethos**

At Boundary School, our mission is to ensure all children are provided with the opportunities to succeed to the best of their ability – to become happy, confident, caring, trustworthy and community-minded people with their own positive vision for the future.

We care about your child/children beyond their academic abilities within the classroom and value each child as an individual whilst appreciating the ups and downs of life they each face. The emotional health and well-being of your child is of utmost importance to us, as we want all children that come to our school to be happy and content and to achieve their full potential in life.

We believe in the importance of lifelong learning and the contribution made by each individual to our community of learners. This includes all children, parents, staff, Governors and the wider community.

We have a highly experienced and trained pastoral team who are able to offer a variety of different interventions and support for both you and your children.

“We work as one to be the best we can be”

## **Introduction**

The teaching of Relationships and Sex Education at Boundary Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. It is crucial that all children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It is important that it is taught sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

At Boundary we aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Relationships and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

At Boundary Primary School we believe that the teaching of Relationship and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. In this document, Relationships and Sex Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use

Relationships and Sex Education as a means of promoting any form of sexual orientation.

In line with the Government's directive this policy has been determined by the Governing Body in conjunction with the Head Teacher and relevant staff. This policy has been developed to ensure that all staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

### **Statutory Requirement**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Every child is entitled to receive Relationships Education at Primary School. Sex Education may be taught in Primary School if it is appropriate to do so. As a school, it is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education at a level, which is appropriate for their age and physical development, with differentiated provision if required.

### **The Moral and Values Framework**

Relationships and Sex Education is required to be taught within a moral framework.

Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. As a school we aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children feel safe and are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.
- develop children of excellent character who can be well equipped with the skills to become good citizens in the wider community.

### **Context**

At Boundary Primary we teach Relationships and Sex Education in the context of the school's aims and values framework. Whilst Relationships and Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach Relationships and Sex Education with the beliefs that:

- it should be taught in the context of loving relationships and family life;
- it is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;

- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

### **Teaching and Learning, including the delivery of the curriculum**

Relationships and Sex Education is taught discretely where possible by class teachers. However, some lessons require trained teachers or Health Professionals, such as the school nurse, this will be organised by the school PSHE lead at the request of the class teacher. When deciding on external agencies and resources to use, we will make appropriate checks to ensure that the agencies' approach to teaching relationships education, relationships and sex education and health education comply with our policies at Boundary. Some relationship aspects of the RSE curriculum are covered through our values curriculum, and areas of the biological aspects are covered during Science.

The curriculum for Relationships and Sex Education at Boundary Primary School is built into our current Personal, Social, Health and Economic Education (PSHE) Curriculum. Our PSHE curriculum maps out lesson objectives to be covered for each phase. These themes progress as children move through the school.

Relationships and Sex Education (including PSHE) is expected to be taught a minimum of 20 minutes a week. All statutory guidance must be evidenced and can be done in a range of ways including work in class books, videos, and photographs. As part of our Relationships and Sex Education a minimum of 1 session per half term is to be spent looking at keeping safe including online safety.

Relationships and Sex Education, when possible, is taught through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Some areas of the curriculum are also linked with Religious Education, SMSC and British Values where children can reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

A range of teaching methods which involve children's full participation are used to teach Relationships and sex education. These include use of video, discussion, looking at case studies, drama and role-play.

Relationship and Sex Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. Resources to teach Relationships and Sex Education include fiction, reference books, leaflets and extracts from videos.

Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.

## **The Specific Teaching of Sex Education**

We believe that broached sensibly and sensitively, sex education itself is appropriate and relevant for our Year 4, 5 and 6 children. We feel our approach is of great benefit to our young people, informing them, helping them to sensibly question and preparing them for both their present and their future in a society where issues of health, sex and sexuality are very prevalent.

The purpose of sex education is to provide knowledge about the process of human reproduction and the nature of sexuality and relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provided a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future.

Therefore, added to the above context RSE for our Year 4/5/6 children aims:

- To explain changes in the body relating to puberty, the varying time scales associated with these and what issues may cause young people anxiety and how they can deal with these.
- To present facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasizes the importance of relationships.
- To provide a basic knowledge about the purpose of human reproduction (i.e. how a baby is conceived and born).
- To generate an atmosphere where questions about sexuality and reproduction can be asked and answered simply and truthfully without embarrassment on either side.
- To help children appreciate the value of stable family life and responsibilities of parenthood.
- To help children appreciate the need for proper care for all young creatures.
- To encourage children to consider the importance of dignity, respect for themselves and sensitivity towards the needs and views of others.
- To help children understand that they have rights and should have control over who touches or sees their bodies and to increase communication skills about these.
- To recognise that parents are key figures and the teaching offered by school should be complementary and supportive to this role.
- To provide a means of developing the total personality of the child, thus helping the overall development of all the children into well balanced human beings, who are able to take a responsible role within the society.
- Develop meaningful discussions about feelings and relationships and avoid an overly reproductive focus.
- Identify the different needs and learning styles of boys and girls and provide work and discussions in single sex groups, whenever possible.
- Provide a questions box, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment.

It is also an essential part of this that pupils are helped to:

- Develop the maturity to discuss more personal subjects.
- Understand the importance of agreed ground rules such as, no one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meaning of words will be explained in a sensible and factual way.
- Talk to an appropriate adult if they have anxiety knowing that their question will be treated privately.

As part of the ground rules the teacher will also set certain parameters in which the questions will be answered. Where children raise a concern or question that staff consider reflects inappropriate sexual knowledge, parents will be contacted and/or a referral made to children's social care if it is believed it is a safeguarding issue.

### **The role of parents/carers**

As a school we are fully aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

- inform parents about the school's Relationships and Sex Education policy and practice;
- answer any questions that parents may have about the Relationships and Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in the school.

### **The role of Head of School**

It is the responsibility of the Head of School to ensure that both staff and parents are informed about our Relationships and Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

### **The role of the RSE/PSHE Lead**

The subject lead will monitor this policy on a termly basis and report to the Head of School on the effectiveness of the policy. This policy will be updated annually by the RSE lead, in consultation with the Head of School and Parents.

### **Confidentially**

Teachers will conduct Relationships and 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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

### **Answering difficult questions**

If a child asks an explicit or difficult question, all staff will use their professional

judgment in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is still concerned, they can refer the matter to the PSHE Lead, Phase Leader, Deputy Head or Head of School who can discuss the matter with the parent, or follow other appropriate procedures. If a child asks a question or makes a comment which poses concerns staff may also need to record this on 'My Concern' in line with our child protection policy.

#### **Procedures for withdrawal of pupils**

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, but not Relationships or Health Education or statutory Science lessons. However, should you be considering such a step or a parent/carer expresses concerns the first step would be to talk through these concerns with your child's class teacher. If it is necessary, parents and cars may wish to contact the Headteacher to discuss further.

#### **Children with Special Educational Needs and Disability (SEND)**

Teaching and resources will be differentiated as appropriate to address the needs of all pupils. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND in order for them to have full access to the content of relationships and sex education.

#### **Monitoring and Evaluating the Curriculum and Policy**

Teacher assessment will inform discussion about the successful implementation of the curriculum and policy. Judgments about the success of the curriculum and policy will also be made through monitoring and gathering evidence by the school lead. Information and evidence will be gathered from staff about how the curriculum and policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

**Policy to be Updated: September 2024**