

BEACONHILL COMMUNITY PRIMARY SCHOOL

Relationships and Sex Education Policy Incorporating PSHE, SMSC and British Values (including statutory RSE requirements from 2020)

Where children matter

This policy should be read in conjunction with:

- Home school agreement
- Safeguarding policy
- Equalities policy
- Aims of the school
- Homework policy
- E-safety policy
- SEND policy
- Teaching and learning policy
- Assessment and marking policy
- Beach School Policy

Beaconhill Community Primary school is where children matter; this core value is at the centre of teaching and learning approaches along with British Values, curriculum design in Relationships and Sex Education (RSE) and our Spiritual, Moral, Social and Cultural (SMSC) provision. It is important that every child develops a strong understanding of who they are, their rights and responsibilities, the communities that they belong to and how to be and stay safe.

Beach Links

Opportunities to enhance children's RSE and SMSC understanding will be embedded into beach school learning. Children will gain an awareness of being safe, resilience and managing their own emotional and mental wellbeing.

Equalities Statement

Over recent years, we have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of our communities. Much of the work is in response to new legislation that places an increased duty on schools, academies and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools and academies both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use their facilities. In our school we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors.

Aims

The aims of RSE within our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of age appropriate sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support character development to prepare young people for the future

Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are expected to offer all pupils a curriculum that covers requirements to teach National Curriculum science which would include the elements of sex education contained in the science curriculum.

Policy development

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

Definition

RSE and SMSC are about the emotional, social and cultural development of pupils, and involves learning about positive relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity at developmentally appropriate levels across the different phases. British Values underpin teaching and learning and our whole school ethos.

RSE involves a combination of sharing information, and exploring issues and values in a safe and inclusive environment. RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per our 2020 PSHE Overview and skills progression documents but we adapt it as and when necessary (Appendix One – RSE Curriculum Map).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)

- How a baby is conceived and born

RSE within our primary schools extends beyond what is covered within the national curriculum expectations for science – we follow the Jigsaw PSHE programme.

Delivery of RSE

RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances with the recognition that families may take many different forms. We help our children to reflect sensitively that some may have a different structure of support around them. RSE and SMSC provision provide opportunities for pupils to build their characters.

High quality resources support our RSE provision and delivery. These are reviewed regularly and enable the RSE curriculum to be embedded across all areas of the curriculum as an integral part of daily school life.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Beaconhill 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

The following statements outline what is covered within our primary RSE curriculum in addition to the statutory science curriculum:

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum)

- How a baby is conceived and born

For more information about our RSE curriculum, see our PSHE curriculum overviews on our website (Appendix 2 – expectations by the end of Year 6).

Pupils with Special Education Needs and Disabilities (SEND)

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics). When required we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice.

Resources

We follow the Jigsaw programme of study. Electronic planning, teaching and learning resources are saved on staff share. Resources appertaining to particular year groups' needs are distributed accordingly and should remain in the relevant classroom.

Resources more widely used are located in the Resources Room. These are available for use throughout the school and should be returned to the correct storage location when no longer needed.

Right to withdraw pupil from RSE

The Government states:

“There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.”

Roles and responsibilities

The Governing Body

The Governing Body will monitor the ongoing implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently and for managing requests, where appropriate, to withdraw pupils from non-statutory components of RSE.

Staff

All staff in school are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE, SMSC and British Values.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils 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 PSHE Coordinator or headteacher of the school.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Our whole school ethos, SMSC and British Values education supports 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 as outlined below.

- Preparing boys and girls for the changes that adolescence brings (beyond the factual and anatomical teaching of puberty and the human body covered in the science curriculum).
- How a baby is conceived and born.

Requests for withdrawal should be put in writing and addressed to the headteacher of the school using the form in Appendix 3.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Assessment and Monitoring

The delivery of RSE is monitored in schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice

Pupils' development in RSE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed every 3 years (or as needed).

Sarah Wilkinson

PSHE Curriculum Coordinator

March 2021

Review Spring 2024

Appendix 1: Curriculum map

Relationships and sex education curriculum map



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: By the end of Y6 school pupils should know

Families and people who care about me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, Trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to Trust and who not to Trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

Appendix 3 - Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of child	Name of parent
Class	
Reason for withdrawing from sex education within relationships and sex education:	
Any other information you would like the school to consider	
Parent signature	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Include notes from discussions with parents and agreed actions taken. E.g. <i>Insert name</i> will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom	



Our Monthly SMSC Themes.

Identity - September
Fascination - October
Respect - November
Community - December
Resilience - January
Diversity – February
Career - March
Rights - April
Power - May
Reflection - June
Change - July
Growth – August

British values at Beaconhill:

'Fundamental British values' comprise:

- **democracy**
- **the rule of law**
- **individual liberty**
- **mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.**