

Rationale-

The policy for Bridgelea Primary School's Relationships and Sex Education is a key tool to safeguard children. It is about understanding the importance of family life, stable relationships, respect and care.

RSE is a part of the Personal, Social and Health Education curriculum in our schools and expands on the wider PHSE curriculum. This is a statutory requirement as of September 2020. We will use the policy to inform children about sexual issues, concerning matters of morality and individual responsibility and in a way that allows children to ask and explore questions. We do not use RSE as a means of promoting any form of sexual orientation, but we do acknowledge diversity and promote equality (Equality Act 2010). The RSE Policy will be sensitive towards the cultural and religious values of the pupils in our schools.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'

Department for Education statutory guidance states that from September 2020, all primary schools deliver **relationships** education. The parent has the right to withdraw from sex education, the elements that are not included within the science curriculum (stated further down policy).

This policy is following from both staff and parent consultation.

Our schools setting-

We are a specialist support primary school with Key Stage 1 in our site at Withington, and Key stage 2 in Longsight. Our children enter either via EHCP process for those with Social, Emotional and Mental Health needs, or due to permanent exclusion (or risk of). A high proportion of children have Free School Meals, are looked after (Manchester Children) or are on Child in Need/Child protection. We are both a Nurturing, and Rights Respecting School, and this is clear in our policy.

Nurturing Schools Principles linked to RSE policy-

Children's learning is understood developmentally

We know that our children have an understanding of some social circumstances beyond that of their mainstream primary peers, and in response to this, we have modified our curriculum to incorporate some resources from Nurture UK, Well Being Teens Toolkit. We also recognise the level of children with SEN status, and have utilised the I matter SEN curriculum to cater to those needs.

The classroom offers a safe base.

Each classroom has ground rules for PHSE and an Ask-it-Basket allowing the environment to remain safe.

Nurture is important for the development of self-esteem.

Within our curriculum, we focus critically on sense of self and relationships and positively promote self-esteem building and the importance of positive relationships and how to develop a sense of self-worth.

Language is understood as a vital means of communication.

Our PHSE and SRE approach place great importance upon the need for children to understand the key language linked to the themes in PHSE in order to protect and empower them.

All behaviour is communication.

We recognise that some behaviours displayed by our children are communicating an underlying need, therefore we follow our reactive PHSE approach to help the children to communicate their needs in a way that is appropriate and provides them with understanding.

Transitions are significant in the lives of children

We recognise that puberty, emotional development and friendships are transitional and aim to educate our children with the facts and preparation they need to lessen the impact of these transitions

Links to Articles from the Rights of The Child.

The key rights of the child covered in our PHSE curriculum.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 16 (right to privacy) Every child has the right to privacy.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation

Bridgelea are a Silver Healthy Schools awarded school and engage fully in the training and outreach offer from Healthy Schools.

Aims and Objectives of this policy.

Through this policy, we aim to enable the effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our children with the following skills, which would enable them to be prepared for healthy and satisfying relationships in their adult lives, where they can-

- Develop personal awareness, confidence and responsibility
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect, care and to develop sensitivity towards the needs of others in relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship and recognises what makes a good friend, colleague and a successful committed relationship.
- To provide knowledge of human reproductive processes
- To inform children on matters of personal hygiene and related sexual health issues
- To provide knowledge and understanding of keeping safe and the recognition and management of risk
- Recognise own and others boundaries
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation.
- Report and recognise emotional, physical and sexual abuse.
- To develop positive relationships and respect for difference and diversity, avoiding prejudice and stereotyping

The teaching of RSE can occur at any time if it arises naturally from class discussion, or incidents within school and the staff will respond accordingly within policy.

The Teaching Programme for SRE Legal Requirements

RSE will be delivered by trained and confident educators and is led by the SENCO, who is also a member of SLT.

The Science National Curriculum, Health, and Relationships element of RSE are statutory; parents do not have the right to withdraw their child/children. A letter is to be sent in Spring 1 to inform parents of the content of the sex education curriculum, with nil return as consent. All parents are consulted about SRE/PHSE upon admission and consent is sought. Where a parent wishes to withdraw their child, this must be done in writing and a meeting held between the PHSE Co-ordinator to discuss the reasons for which. A parent/carer may withdraw their child from sex education for a maximum 3 terms before their 16th birthday, after which consent from the parent is not sought.

Coverage across science, relationships, health and sex education.

<p><u>Science National Curriculum Statutory Requirements (mandatory).</u></p>	<p><u>Relationships education (mandatory)</u> <u>Taught under 4 themes-</u> 1) Caring friendships 2) Respectful relationships 3) Online relationships 4) Being safe</p>	<p>H (r</p>
<p><u>EYFS</u> - Self-confidence and self-awareness -Managing feelings and behaviour -Making relationships</p> <p><u>Key Stage1</u></p> <p>Year 1 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2 - Notice that animals, including humans, have offspring, which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Outcomes for the end of KS2-</u></p> <p><u>Caring friendships</u></p> <ul style="list-style-type: none"> • how important friendship 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 	<p>C ta w a</p> <ul style="list-style-type: none"> • • h • fi • • as d to • • • • a
<p><u>Key Stage 2</u></p> <p><u>Year 5</u> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</p> <p><u>Year 6</u> - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><u>Respectful relationships</u></p> <ul style="list-style-type: none"> • 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 adult <p><u>Online relationships</u></p>	

- 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, for example family, school or other sources

The Organisation of relationships and sex education.

Ofsted stated in December 2013 that PHSE in outstanding schools means that

“Teachers demonstrate very high levels of confidence and expertise in their specialised knowledge and in their understanding of effective learning in PHSE”

The PHSE curriculum has been tailored for Bridgelea children thinking of the nurturing principles stating, “All learning is to be understood developmentally”, and the Statutory RSE government guidance stating that

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law

The main body of coverage comes from-

Growing and Changing.
Manchester Council I Matter Scheme.
The Wellbeing Toolkit for teens

Supplementary material must be checked with the lead teacher for PHSE before delivery to ensure that it is in line with our policy. Additional resources are available on the staff shared drive that are appropriate for delivery. Children are taught from the medium term plan in mileposts. This is our Wave 1 approach. Where groups of children are displaying difficulties in certain aspects of RSE, the PHSE lead may prescribe class based topics to be delivered as a Wave 2 intervention. There are a number of resources available for individual children through our Wave 3 approach, and, where necessary, input from the HSB practitioners.

External visitors and safeguarding.

The School Health team may be called upon to assist with sex education lessons. These staff members are already vetted as members of the NHS and sign in with our Inventory system.

On occasions, other bodies such as charities (NSPCC, Stonewall) may be used to supplement delivery of teaching. These people will be given a copy of our Visitor and Volunteer agreement and will be required to provide photo ID and a copy of their DBS for our reference. Where children make disclosures to external visitors, these are to be reported to the DSL members of staff (SLT) immediately and school safeguarding systems will be actioned.

Additional guidance around sexualised language in SEMH setting

As we explore RSE, the children may well ask questions verbally or via the Ask it Basket in class. They also may begin to use some sexualised language.

Relevant to year 6 curriculum- puberty (body hair, periods- easily explained factually).

More difficult but relevant- masturbation, wet dreams. We do not discuss "how" to masturbate, but this is covered by being safe, it is normal to explore our own bodies in private but this is a personal thing not for sharing. The school nurse is available for further support around this.

Linked to the curriculum- how babies are created (basics) and specific body parts.

Not linked- sexual acts. Do not explain what sexual acts are specifically. If a child asks you for example what a specific sexual act is, refer them back to the ground rules. You can address this question in class but let the children know that this question is not linked to any lesson and is not appropriate for us to answer.

If you hear inappropriate language linked to sexual acts then you may explain to the child that what they are referring to is inappropriate, and why, because it is sexualised language. You may also say that if they continue to use this language you will inform parents. You should not be explaining what the act is as this does not link to our curriculum.

Body parts words are slightly different. There is a lesson in which children are asked what the body part is called. We don't chastise them for using slang words, but educate them on the correct terms. They also may realise that some of their preferred insults are actually slang words for genitals, and will be a learning point to challenge the use of these terms once we have educated them as such.

If there are any aspects of this curriculum or a question that is raised that staff are unsure how to answer, they must seek advice from SENCO/PHSE lead or Safeguarding Lead.



Mr Phil Hoyland
Head Teacher

Dear Parent/Carer,

RE: Relationships and Sex Education.

Next term, the children will be taught about sex and relationships within PHSE.

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school may reinforce what you are already doing at home.

In addition to the above mentioned, children at key stage 2 [7-11 year olds] will be taught;

- The process common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.
- Y6 pupils will receive a visit from our School Health Advisors to discuss body changes and puberty.

Your views are important to us. If you have any concerns or wish to express a view please contact Mrs Rebecca Squires

Many thanks,

Rebecca Squires, PHSE Subject Leader.

