

Relationships and Sex Education Policy

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Section 1

Relationships and Sex Education is part of Personal, Social, Health and Emotional (PSHE) education for our pupils and fits within our 'My Body', 'Myself' and 'My Community' curriculum strands at Briarwood. We use Jigsaw to support our teaching in these areas. It is concerned with expression and acknowledgement of an individual's sexuality. Our pupils need the knowledge, skills and understanding to make positive and informed choices about their personal safety and relationships.

Aims

Relationships and Sex Education offers pupils the opportunity to:

Relationships Education

- Develop a positive self-image
- Have a greater awareness of personal safety
- Develop their own personal autonomy
- Explore, express and communicate their needs, feelings and opinions
- Develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- Recognise and manage emotions within a range of relationships
- Recognise risky or negative relationships including all forms of bullying and abuse
- Respond to risky or negative relationships and ask for help

Sex Education

- Develop their own individual understanding of the functioning of their own bodies and how they change including the scientific terminology for private body parts
- Have sensible attitudes to bodily change
- Develop their awareness of personal hygiene
- Develop an awareness of public and private actions
- Develop an awareness of sexual intercourse and contraception
- Develop an awareness of reproduction
- Understand that they can seek advice from others

Rationale

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. In this environment, 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.

Curriculum

- All primary schools in England teaching 'Relationships Education'
- All secondary schools teaching 'Relationships and Sex Education'
- Reformed statutory guidance, following consultation
- Retaining the parental right of withdrawal from sex education
- Flexibility for schools in their approach, including for faith schools to teach within the tenets of their faith

At Briarwood Relationships and Sex Education plays an important role within the curriculum and school life supporting pupils to deal with difficult moral and social questions and in order to make informed choices in order to keep safe. As part of Relationships Education pupils learn about stable relationships and marriage. Pupils are helped to develop skills to enable them to understand difference, respect themselves and others with the intention of preventing and removing prejudice.

Relationships and Sex Education does not encourage early sexual experimentation. It teaches pupils to understand how their bodies are changing, understand human sexuality and to respect themselves and others. It aims to support pupils in developing their confidence, maturity and self-esteem.

Entitlement and Content

Relationships and Sex Education is differentiated to ensure meaningful learning across cohorts. Opportunities and activities are identified within each scheme of work. Teachers must then work in partnership with parents, the senior management team and the Relationships and Sex Education lead teacher in deciding what objectives are meaningful to the pupils.

Relationships and Sex Education follows the PSHE 2017 curriculum guidance and makes reference to the updated PSHE Planning Framework 2018 for pupils with SEND. Briarwood school works to give pupils access to an appropriate curriculum by modifying targets to a level that is meaningful to each pupil.

RSE is delivered to pupils regardless of gender and culture. Parents are fully informed of the subject coverage and have the right to withdraw their child from these lessons. Multisensory opportunities are provided throughout every area of RSE. All teachers must make themselves aware of any particular medical, physical or learning need which may affect a child's ability to access and learn any of the areas of relationships and sex education. Support in providing the correct equipment and learning resources will be provided by the subject leader and/or relevant professionals through discussion and/or observation and feedback.

Relationships Education will be taught to all pupils through a continuous curriculum strand. Each strand will have skills progression clearly identified and schemes of work developed for pre-formal, semi-formal and formal cohorts. The 'Safe Relationships' strand consists of healthy relationships, unhealthy relationships (including CSE, prevent, FGM, e-safety, bullying and forced marriage), looking after myself, equality and diversity. These sensitive aspects of the curriculum make reference to the 'Speak out and Say Safe' NSPCC campaign and are vital aspects of the curriculum in order to safeguard our pupils.

Section 2

Teaching and Learning

Each academic year the pupils must be taught the following areas-

EYFS	KS1	KS2	KS3	KS4
All pupils work towards key targets set within their EHCP that link to RSE				
Pupils work towards key outcomes within the prime area of Personal, Social and Emotional Development	Healthy Relationships, Equality and Diversity	Healthy Relationships, Equality and Diversity	Healthy Relationships, Equality and Diversity	Healthy Relationships, Equality and Diversity
When ready pupils work towards outcomes within the Primary schemes of work	Unhealthy Relationships, Looking after Myself	Unhealthy Relationships, Looking after Myself	Unhealthy Relationships, Looking after Myself	Unhealthy Relationships, Looking after Myself
	Keeping myself safe	Keeping myself safe	Keeping myself safe	Keeping myself safe
		Sex Education upper KS2	Sex Education	Sex Education

Early Years, Key Stage 1 and Key Stage 2

All primary schools must have a relationships and sex education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born including the scientific terminology for both male and female private body parts – as set out in Key Stages 1 and 2 of the National Science Curriculum.

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. Pupils learn the basics about their bodies, life cycles, relationships and emotions through our 'Relationships' 'My Body' 'Myself' 'My Community' and Science curriculum.

Early years pupils will work on targets with the prime area of Personal, Social and Emotional Development within the EYFS. When ready they can work on areas within the primary schemes of work.

The relationships schemes of work focus on teaching pupils to -

Healthy Relationships, Equality and Diversity

- Communicate their feelings to others, to recognise how others show feelings and how to respond
- Identify and respect the differences and similarities between people
- Identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- Offer constructive support and feedback to others
- Some pupils in year 6 learn about how their bodies are changing as they approach puberty- parents have the right to withdraw from these sessions.

Unhealthy Relationships, Looking after Myself

Anti-bullying

- Recognise that their behaviour can affect other people
- Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- Recognise what is fair and unfair, kind and unkind, what is right and wrong
- Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Keeping myself safe

- Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- Recognise that their actions affect themselves and others
- Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- Understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- Recognise and manage 'dares'

Sex Education for Upper KS2 (parents have the right to withdraw)

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. Adequate and sensitive arrangements are made to help girls cope with menstruation and requests for sanitary protection.

The sex education schemes of work focus on teaching pupils to -

- Develop their own individual understanding of the functioning of their own bodies and how they change including the scientific terminology for private body parts
- Have sensible attitudes to bodily change
- Develop their awareness of personal hygiene

Key Stage 3 and Key Stage 4

Pupils will be taught about the relationships curriculum together as a class. If sensitive questions are asked the teacher may recognise this but respond more appropriately in a smaller group or 1-1 after the lesson. Pupils will be taught about sex education within their gender groups, although all pupils should learn about both gender types. Any pupils who have been withdrawn from this area will learn about the science aspects of reproduction. All aspects of relationships education is now statutory which includes personal safety and learning about different relationships.

Government research found that when young people were asked about their experiences of sex education at school, they often complain about the focus on the physical aspects of reproduction and the lack of any meaningful discussion about feelings, relationships and values. Sex and relationship education set within the framework for PSHE across the four key stages will significantly redress that balance.

The relationships schemes of work focus on teaching pupils to -

Healthy Relationships, Equality and Diversity

- Communicate their feelings to others, to recognise how others show feelings and how to respond
- Identify and respect the differences and similarities between people
- Identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- Offer constructive support and feedback to others
- Some pupils in year 6 learn about how their bodies are changing as they approach puberty- parents have the right to withdraw from these sessions.

Unhealthy Relationships, Looking after Myself

Anti-bullying

- Recognise and respond appropriately to a wider range of feelings in others
- Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- Work collaboratively towards shared goals
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- Recognise and challenge stereotypes
- Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Keeping myself safe

- Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- Recognise different types of relationship, including those between acquaintances, friends, relatives and families
- Judge what kind of physical contact is acceptable or unacceptable and how to respond
- Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- Respect that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- Recognise that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- Understand the difference between, and the terms associated with, sex, gender identity and sexual orientation
- Understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- Pupils learn the basics about their bodies, life cycles, relationships and emotions through our 'My Body' 'Myself' 'My Community' curriculum.
- Pupils learn about how their bodies are changing as they go through puberty.
- They develop an awareness of personal hygiene.
- Some pupils learn about public and private actions and places.

Sex Education

The sex education schemes of work focus on teaching pupils to -

- Develop their own individual understanding of the functioning of their own bodies and how they change including the scientific terminology for private body parts

- Have sensible attitudes to bodily change
- Develop their awareness of personal hygiene
- Develop an awareness of public and private actions
- Understand that they can seek advice from others

Key Stage 4

At KS4 some pupils also learn -

- About sexual intercourse and contraception.
- About reproduction (note; all pupils learn about human reproduction through our Science curriculum)
- To understand human sexuality, reproduction, sexual health, contraception, emotions and relationships
- To understand the reasons for delayed sexual activity and the avoidance of pregnancy

Section 3

Special Arrangements

Teachers will work in partnership with parents to ensure that they are aware of the taught objectives and the teaching approaches used. Parents will be aware of their right to withdraw their child from Sex Education. Alternative requirements will then be arranged for those who require it.

Health and Safety

Health and safety issues will be clearly outlined within the scheme of work. If required, further guidance may be sought from the Health and Safety Representative and/or the school nurse.