



BAWB Federation Relationships and Sex Education Policy

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Link Governor (if appropriate):	Tom Ringland & Dave Clark
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially, enriching our communities.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





At The BAWB Federation we will

Cultivate an environment where children are happy and secure and enjoy learning, by:

- Ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued.
- Creating exciting, high quality learning environments indoors, outdoors, and in the wider community.
- Involving parents /carers in decisions about their child's learning.

Provide a broad, balanced and enriched curriculum, by:

- Continuously striving for high standards of achievement through appropriate child-centred teaching.
- Ensuring a wealth of meaningful learning experiences that meet the needs of each individual.

Inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life- long learning, by:

- Developing our children's confidence and self-esteem.
- Ensuring that our children are active, independent learners.
- Encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, to prepare them for a changing world.

We strive to create a caring family atmosphere that values every child's individuality.

Definition of Sex and Relationship Education

There are two separate parts to the delivery of RSE:

Relationships Education, looking at the characteristics of positive relationships, friendships, family relationships and relationships with other children and adults. Relationships education is statutory.

Sex education teaches children about human reproductions and conception and how puberty affects primary aged children. Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. As this aspect of RSE is non-compulsory, parents have the right to withdraw.

RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes.

The Aims of Relationships and Sex Education at The BAWB Federation are:

- Learning and developing an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Exploring and developing the social and personal skills needed to make informed choices
- Increasing knowledge and understanding about physical development, sexuality, emotions and sexual health



Philosophy, Values and Aims

RSE (Relationships and Sex Education) has three main elements of which the following are relevant to teaching at The BAWB Federation:

1. Attitudes and values
 - Learning the importance of values and individual conscience and moral considerations
 - Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
 - Learning the value of respect, love and care
 - Exploring, considering and understanding moral dilemmas
 - Developing critical thinking as part of decision making
2. Personal and social skills
 - Learning to manage emotions and relationships confidently and sensitively
 - Developing self-respect and empathy for others
 - Learning to make choices based on an understanding of difference and with an absence of prejudice
 - Developing an appreciation of the consequences of choices made
 - Managing conflict
 - Learning how to recognise and avoid exploitation and abuse
3. Knowledge and understanding
 - Learning and understanding physical development at appropriate stages
 - Understanding human sexuality, emotions and relationships

Relationships and Sex Education in BAWB Schools will:

- ☑ Provide a consistent standard of relations, sex and health education across the school
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Promote responsible behaviour
 - Create a positive culture of communication around issues of relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Give pupils an understanding of reproduction and sexual development
 - Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
 - To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

Contents and delivery of the RSE programme

At The BAWB Federation RSE is taught within the personal, social, health and economic (PSHE) education curriculum.



Biological aspects of RSE are taught within the science curriculum, both of these can be found on the school website.

The Learning Outcomes for RSE are taken from the non-statutory framework for PSHE and the National Curriculum for Science. The latter are written in bold italic text.

By the end of KS1 pupils will be able to:

- Identify, name, draw and label the basic parts of the human body
- Notice that animals, including humans, have offspring which grow into adults
- Recognise choices they can make, and recognise the difference between right and wrong
- Understand that they belong to various groups and communities, such as family and school
- Understand about the process of growing from young to old and how people's needs change
- Know the names of the main parts of the body
- Recognise how their behaviour affects other people
- Listen to other people, and play and work cooperatively
- Identify and respect the differences and similarities between people
- Understand that family and friends should care for each other
- Understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- Develop relationships through work and play

By the end of KS2 pupils will be able to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Understand: o about how the body changes as they approach puberty
 - o to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable
 - o that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- Have an awareness of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Know where individuals, families and groups can get help and support
- Take responsibility
- Develop relationships through work and play
- Consider social and moral dilemmas that they come across in life



- Find information and advice
- Prepare for change

Sex and Relationships Education will be taught within a supportive atmosphere where pupils feel comfortable and able to express their feelings.

Year 5 and 6 pupils also receive stand-alone sex-education sessions delivered through growing up talks, delivered by our Year 6 Teachers.

Monitoring

RSE will be monitored in accordance with the school's policy for monitoring, evaluating and reviewing of curriculum Subjects. Assessment of RSE should:

- Be planned from the beginning as an integral part of teaching and learning
- Involve pupils in discussion about learning objectives and desired outcomes
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's curriculum lead will be responsible for monitoring the provision of RSE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Child Protection and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.



Roles and Responsibilities

The Governing Body will:

- Ensure the legal framework is followed
- Ensure that all RSE is placed in the context of moral values and family life
- Consult with parents on the school's policy for RSE
- Implement the RSE policy with the Headteacher
- Include a summary of the content and organisation of RSE in the school prospectus
- Ensure all parents are aware of their right to withdraw their child from any RSE which is in addition to the National Curriculum
- Ensure the policy is reviewed regularly

The Headteacher will:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Liaise with the PSHE Co-ordinator
- Keep the governing body fully informed of provision, issues and progress in RSE. Act upon any concerns which may arise from pupil disclosure during RSE sessions.

The PSHE subject leader will:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform RSE provision
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health ☐ Review / update the policy on a two year cycle or sooner if necessary.

School staff will:

- Teach relationship and sex education in accordance with the RSE Policy
- Respond to the individual needs of the children, giving them relevant support should a child be experiencing difficulties
- Respond appropriately to individual questions of a sensitive nature after liaising with parents first
- Respond appropriately to those children whose parents wish them to be withdrawn from aspects of the non-statutory RSE programme.

Parents / Carers



The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from RSE lessons:

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Coordinator who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External Agencies

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a DBS certificate.

Law and guidance on good practice

Sex and Relationships Education (RSE) is compulsory for all pupils of secondary school age, but not for pupils of primary age. However, it is recommended that all primary schools should include RSE in the curriculum.

Answering Questions and Sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to RSE in an open and factual way, taking into consideration the family background, culture, religious beliefs and pupils' differing experiences. The following ground rules have been established:

- Teachers should not enter into discussion about personal issues or lifestyles
- No-one (child or adult) has to answer a personal question
- Nobody is forced to take part in a discussion
- In discussion, teachers will promote the knowledge and use of 'accepted' names for external body parts (see below)
- Teachers will always involve parents before answering questions of a sensitive nature
- Meanings of words are explained in a sensible and factual way

An individual child may ask an explicit or difficult question in the classroom. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Reassure the child
- Try to find out why the child is asking the questions, and exactly what they want to know
- Determine the child's present level of knowledge and understanding
- Offer a simple answer, and if appropriate back up with a relevant story or picture



- If the answer required is more complex, the teacher will meet with the child's parents/carers at the end of the day to discuss the issue
- Occasionally, it might be appropriate for questions to be answered later on in the day instead of immediately, in order to find an appropriate time for responding, or to give a member of staff time to prepare an appropriate response

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (RSE). Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for RSE.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Provide pupils with the opportunities to learn about different family structures. For older pupils when discussing sexual relationships and partners ensure reference and resources are used that relate to LGB people.

Naming body parts

It is important to use and teach the correct terminology for all body parts, including male and female genitalia from the moment they enter school. Research has shown that this can reduce the likelihood of abuse.

Definition of the family

Teachers will base work on families and family life on the following definition of a family:

"A family is a nurture group of significant individuals who care for one another".

This definition in its wording above is for the teachers' own use and will not be shared with the children. In order to show due regard for family life, staff will ensure that they have knowledge about the children's backgrounds, and will respect each child's individual circumstances, without making value judgements.

Review and Evaluation

The policy review schedule will ensure that this policy is reviewed bi-annually (or sooner where appropriate).

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school's RSE Policy, and on support and staff development, training and delivery.

Policy Review and Consultation process

- The policy will be reviewed by staff and will be made available to parents via the school website and prior to visits from external agencies to deliver information specifically related to puberty.
- A short summary will be included in the school prospectus and given to all parents on admission and the policy will be available on the school website.