



BEAUDESERT PARK SCHOOL

RELATIONSHIPS & SEX EDUCATION POLICY

Introduction

At Beaudesert Park School, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment that, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE Relationship & Sex Education Guidance that was issued in July 2020.

This is also linked to the following school policies:

Promoting Welfare and Safeguarding

Equal Opportunities

Behaviour;

Anti-Bullying;

E Safety

PSHCE & Personal Development

Transitioning at school

What is Relationship & Sex Education?

Relationship & Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is NOT about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

Why should Relationship & Sex Education be taught in school?

Relationship & Sex Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationship & Sex Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to sexual health and well-being.

Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss relationships and sex with their parents, many parents and children prefer the school to take a lead and provide a springboard for the

discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

Aims and Objectives for Relationship & Sex Education

The aim of Relationship & Sex Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship & Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Moral and values framework

The DfE guidance states that Relationship & Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health.

As part of Relationship & Sex Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Relationship & Sex Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community.

The teaching of Relationship & Sex Education will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of Relationship & Sex education in this school.

The organisation of Relationship & Sex Education

The Assistant Head Pastoral is the designated teacher with responsibility for coordinating Relationship & Sex Education.

Relationship & Sex Education is taught within the PSHCE programme in the Early Years Foundation Stage and at Key Stages 1, 2 & 3. Biological aspects of Relationship & Sex Education are taught within the Science curriculum and some moral aspects are taught within the Religious Education, Philosophy & Ethics and PE curricula.

In the Pre-prep and Years 3&4, Relationship & Sex Education is taught by classroom teachers and teaching assistants. In the Prep school, RSE is taught by the Head of PSHCE in Years 5 to 7 and by specialist teachers where some content is covered within other subjects in the curriculum. In Year 8, RSE is delivered by the Form Teachers within their PSHCE lessons. Key aspects of RSE content is delivered by outside visitors to further enhance the children's understanding of particular themes. These include anti-bullying and online safety. Further Relationship education can be seen in assemblies and some form time activities.

Appropriate staff training takes place to support teachers in the delivery of specific areas of the curriculum.

A range of teaching methods which involve children's full participation are used to teach Relationship & Sex Education. These include use of small group work, media, discussion, case studies and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

Relationship & Sex Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Use of visitors

Visitors to school, such as health professionals and members of voluntary organisations, may be invited to plan and contribute to Relationship & Sex Education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Assistant Head Pastoral will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's Relationship & Sex Education programme. A teacher will be present during the lesson.

Teaching methodology

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting Relationship & Sex Education lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures. Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse school protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Terminology

It is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

Special Educational Needs

At Beaudesert Park School, teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of Relationship & Sex Education. Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives
- Activities
- Teaching methods
- Resources

Equal Opportunities

It is our aim to provide a Relationship & Sex Education programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Confidentiality and Safeguarding

In compliance with the school's Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with Mr Robinson, the Designated Safeguarding Lead or, in his absence, the Deputy Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

Withdrawal of pupils from Relationship & Sex Education

Parents have the right to withdraw their children from all or part of the school's Relationship & Sex Education programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction). However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Headteacher. Any complaints about the content or delivery of Relationship & Sex Education should be addressed to the Head teacher.

Everyone's invited

The Everyone's Invited movement has highlighted deeply distressing abuse suffered by young people from across the UK, who found the courage to share their harrowing experiences online. The testimonies on the Everyone's Invited website are a stark reminder of why keeping children safe is of paramount importance and why at Beaudesert Park School, we must remain constantly vigilant to all forms of abuse, including child-on-child sexual abuse and harassment.

We recognise the crucial role Relationships and Sex Education plays in teaching our children about being respectful, responsible and empathetic. The RSE curriculum is something that will further embed and enhance the work we already do.

We will continue to work with our children, staff, parents, as well as outside agencies and the wider community, to identify what further actions we can take to ensure that every child feels safe at school, knows how to report and feels confident that when reporting they will be believed and their testimony acted upon.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them.

Governors are kept informed via their termly committee meetings of any developments in the delivery of RSE in both the Pre-prep and Prep School.

Through an annual RSE survey, children will give feedback about how Relationships & Sex Education is delivered within School and areas that they would like to receive further age appropriate information about, are highlighted.

An annual parents RSE evening also takes place where parents have the opportunity to give feedback about how RSE is delivered at Beaudesert Park School at different age groups. This session also gives an opportunity for the School to support parents.

Authorised by	A Melvin <u>Chair of Boarding & Pastoral Committee</u>
Date 23 rd November 2021	
Approved by	M Pyper <u>Chair of Governors</u>
Date 23 rd November 2021	
Last Reviewed	October 2020
Next Review	November 2022

Appendix 1 Learning outcomes for Relationship & Sex Education within the school

The following learning outcomes guide the teaching of RSE in this school:

Early Years Foundation Stage

Children develop skills to form friendships and think about relationships they have with others to support them and keep them safe. They understand the importance of looking after friends and why they should be kind to others.

Children learn about the differences between male and female and about young animals & life cycles.

Children learn about their basic needs and recognise those people around them who help to keep them safe.

Year 1 and 2

Through lessons, children learn about life cycles of some animals, understanding the idea of growing from young to old and learning that all living things reproduce. They develop their knowledge of some parts of the body and the importance of hygiene.

Children also reflect on family relationships, different family groups and special people in their lives. They explore ways to be a good friend and how to help others. They develop their understanding of what bullying is and how to co-operate with others in work and play. Children will begin to recognise the range of human emotions and ways to deal with them.

Children will value & celebrate differences in terms of gender, culture and religion, and develop respect towards others.

Children will explore the concept of privacy and the implications of it for both children and adults. They also learn about positive touch, personal safety and how to get help from those around them.

They will also explore the convention of courtesy & manners.

By the end of Year 2 children will:

- have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships
- have considered the effect of their behaviour on other people and be able to identify and respect differences between people
- have discussed different ways in which family and friends care for one another
- be able to explain ways of keeping clean and understand the term hygiene
- be able to name the main parts of the human body
- be able to explain that people grow from young to old
- be able to know who to speak to if they have any worries or concerns

Year 3 and 4

Children learn more about life cycles of some animals, understanding the idea of growing up. They develop their understanding of their emotional and physical needs as they get older and the importance of hygiene.

Children also reflect on healthy relationships. They develop their understanding of trust, respect and love, and the sorts of boundaries that appropriate in friendships. They explore what is meant by the term bullying and teasing and the importance of kindness and respect. Children will continue to recognise the range of human emotions and ways to deal with them.

Children will continue to explore differences and to value & celebrate cultural and religious beliefs. They will discuss gender differences and stereotypes.

In a number of lessons, children will continue to reflect on managing risk and develop their decision-making skills. They will look at relationships online and the risks associated. They will discuss the fact that people can behave differently online.

By the end of Year 4 children will:

- have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships and recognise how these relationships can change. They are able to discuss different ways in which family and friends care for one another
- be able to recognise and respect and celebrate more cultural and religious differences between people.
- be able to explain the term stereotypes
- be able to explain rules and principles to keeping safe online
- be able to explain ways of keeping clean
- be able to name the main parts of the human body
- be able to explain their physical and emotional needs as they grow older
- be able to know who to speak to if they have any worries or concerns

Year 5 and 6

Children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the physical, emotional and social changes that happen during puberty. They are also taught more about personal hygiene and how to respect their own and other bodies.

They continue to develop an understanding of relationships within a family, between friends and the community. Children look at the different types of family structures. They will develop skills needed to form relationships, how relationships can change and to respect other people's emotions and feelings.

They continue to develop their understanding on bullying, looking at the role of the bystander and thinking about the importance of compromise and cooperation.

Children develop their understanding of differences in our society and around the world and how they should be celebrated.

Children look at the influence of the media. They will consider how to make simple choices and exercise some basic techniques for resisting pressures including those online.

Further focus is placed on recognising risk and making safe choices including those made online. Children will think about how information is shared and used online. They will develop their understanding on how to recognise risk, harmful content and how to report them.

By the end of Year 6 children will:

- have had the opportunity to express their views and respect those of others
- have discussed some of the physical and emotional changes that occur at puberty and how to deal with these in a positive way
- have skills in making judgements and decisions online.
- be able to list some ways of resisting negative peer pressure around issues affecting their health and well-being (including online pressures).
- have considered different types of relationship (for example marriage or friendships), and how these relationships can change
- have discussed ways in which people can maintain good relationships (for example listening, supporting, caring).

Year 7 and 8

Children learn about pregnancy and the birth of a baby. They also learn about periods and the menstrual cycle. Children will understand the law relating to aspects of sexual behaviour, consent, contraception, sexually transmitted infections and HIV within the context of relationships.

Children learn more about the characteristics of friendship such as trust honesty and respect. They will also look at managing conflict and peer pressure.

They develop their understanding of stereotypes and prejudice and discrimination and the legal rights and responsibilities relating to equality (focus placed on the protected characteristics).

They will also learn about the role of marriage, the importance of stable family relationships and the responsibilities of parents. They once again at different family structures. They also look at the role of a parent and childcare, focusing also on the support and health services for all family members.

Children will continue to develop their understanding of different types of bullying including cyber bullying. They will look at the impact of bullying and the role of the bystander in such incidents.

They will once again look at the dangers present online and through social media and gaming websites such as sexting and grooming. They will continue to develop their understanding of peer pressure and self-esteem in relation to the content they are open to online.

By the end of Year 8 children will:

- feel more confident and prepared for the changes during puberty, including physical, practical, emotional and social. They understand the importance of consent in relationships
- understand the growth and development of their bodies and emotions, and encourage a positive self-image
- recognise their responsibility towards themselves and others as they grow up, and to make clear the importance of developing their own values and their ability to make moral choices, including the importance of valuing and protecting themselves
- see beyond the immediate situation, to the consequences that result from their behaviour, practising coping and decision-making skills in role-play
- Develop the strategies for coping with negative feelings
- Given the opportunity to display a responsible attitude towards keeping the mind and body safe and healthy and develop positive attitudes towards themselves and others