Blackmoor Park Junior School

Relationships and Sex Education Policy (RSE)

Approval date	Jan 2021
Review period	Every two years
Review date	Jan 2023
Approval body	BPJS Governing Body

Chair of Governing Body	David Moore
Headteacher	Sonja Harrison

BPJS Motto:
'Learning together'

BPJS Vision: ***'****Be the best that I can be'*

- To grow ambitious, self-motivated and successful learners.
- To develop learners who are resilient, achieve their potential and grow into caring, responsible and open minded citizens prepared for life beyond the classroom
- To encourage a lifelong enjoyment of learning leading to personal growth and fulfilment

Mission Statement

- Everyone is valued and supported
- Confidence is developed
- Expectations are raised
- Teamwork is promoted
- Partnerships are fostered
- Individuals work towards achieving their full potential for themselves and the wider community

BPJS Aims:

- For our school to be a welcoming, safe and happy place where children celebrate and respect the background, culture and beliefs of themselves and others.
- To have high expectations and aspirations for all our children.
- To offer a broad and rich curriculum which fosters ambition and develops enquiring minds, a knowledge of the world, an appreciation of the arts and love for sports.
- To uphold excellent attitudes to learning and behaviour
- To encourage children to develop our core values
- To encourage children to take pride in their pursuits and celebrate their achievements.
- For our school to be an integral part of the community and with the help of parents/ carers, we strive to develop the inclusion and support of tour wider community to benefit our children and families.

Core Values

Working in partnership with our school community, we are determined to develop the following values in our children:
Confidence, self-belief and belief in others, pride & ambition; curiosity; honesty; positivity; inclusiveness; empathy; friendship; respect; tolerance; individuality; responsibility; cooperation; global awareness; resilience and creativity.

Our Curriculum Drivers

- Ambition
- Knowledge of the World
- Arts and sports
- Enquiry

Equal opportunities

We regard all children as mathematicians, scientists, artists, musicians, authors, poets, gymnasts and linguists; therefore we provide an education that promotes high standards and excellence for all members of our school community.

We have a firm commitment to the promotion of equal opportunities in this school and are constantly reflecting on our own practice to ensure that we:

- Offer all pupils a broad and balanced curriculum which is appropriate to their individual needs;
- Encourage pupils to adopt a respectful and open-minded attitude to others.
- We do not tolerate any behaviour that intends to lower the self-esteem of another person or group of people.

Introduction

BPJS policy on sex and relationship education is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE July 2018). We recognise that 'Sex and Relationship Education' is the policy's full title, but for brevity's sake, we will refer in the rest of this policy as 'RSE'.

What is RSE?

RSE is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual activity or orientation. It is a compulsory part of the curriculum.

Aims and Objectives

We teach children about:

- Gender, growing and reproducing
- The physical development of their bodies as they grow from babies into adults
- About strong feelings and mood swings and emotional changes that take place during puberty
- The ways humans reproduce
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- What we mean by 'love'
- Respect for the views of other people
- Sexual abuse and what they should do if they are worried about any sexual matters.

Context

We teach about sex in the context of the school aims and values. While sex education in our school means that we give the children information about sexual behaviour, we do this with an awareness of moral code, and of the values which underpin all our work. We teach RSE on the understanding that:

- It is taught in the context of secure partnerships and family life
- It is part of a wider process of social, personal, spiritual and moral education
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control

Organisation

As a whole school, we teach children about relationships, and we encourage children to discuss issues.

In Year Three the children cover these aspects of the PSHE Framework:

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support.

In Year Four the children cover these aspects of the PSHE Framework:

- Judge what kind of physical contact is acceptable and comfortable
- Different types of relationships including friends and families, civil partnerships and marriages
- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Strong feelings and mood swings
- Know that during puberty the body changes from a child into a young adult
- Understand why the body changes during puberty
- Know about the physical and emotional changes that happen in puberty
- Know that each person experiences puberty differently.

In Year Five the children cover these aspects of the PSHE Framework:

- Explain the main physical and emotional changes that happen during puberty.
- Ask questions about puberty with confidence.
- Understand how puberty affects the body and the emotions.
- Describe how to manage physical and emotional changes.
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty
- Explain how babies are made (human reproduction)
- Identify some basic facts about pregnancy.

In Year Six the children cover these aspects of the PSHE Framework:

- Understand that all families are different and have different family members
- Talk about puberty and reproduction with confidence
- Understand that they may experience conflicting emotions and how to overcome them
- Discuss different types of adult relationships with confidence
- Explain how babies are made
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- Understand what forced marriages are
- Know what Female Genital Mutilation (FGM) is
- As part of our learning of British Values, children learn to be aware of and respect different types of relationships e.g. homosexuality.

Parents are informed when the children will be undertaking RSE sessions and are informed of resources and programmes taking place. They are invited into school to preview resources before children engage with them.

In Science lessons, teachers inform children about puberty and how a baby is born. For this aspect of our teaching we follow the guidance material found in the National Curriculum programmes of study for Science. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. We teach about life processes, and the main stages of the human life cycle, in greater depth. Objectives set out in science are statutory.

The role of parents and carers

The school is aware that the primary role in teaching children about sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with parents and carers of children at our school through mutual understanding, trust and cooperation. To promote this objective we:

- Answer any questions that parents or carers have about the RSE of their child
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about arrangements for RSE in the school

Parents and carers have the right to withdraw their child from all or part of the RSE programme that we teach at our school. If a parent wishes their child to be withdrawn, they should discuss this with the class teacher and make it clear, in writing, which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse. Social workers and other health professionals also give us valuable support with our RSE programme.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and supportive manner. If a child makes a reference to being involved (or likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way to a child making a disclosure. They will immediately inform the deputy head teacher, who is the Designated Safeguarding Lead (DSL) about their concerns. The DSL will then deal with the matter in consultation with health care and children's services professionals (see our Safeguarding Policy).

The role of the Head Teacher

It is the responsibility of the Headteacher to ensure that the RSE policy is implemented effectively.

Monitoring and review

RSE is monitored and evaluated by the Headteacher, members of senior management and the PSHE lead on a regular basis. Governors review this policy and BPJS school curriculum to ensure RSE is taught in school. They give serious consideration to comments or concerns from parents and carers about the RSE programme.