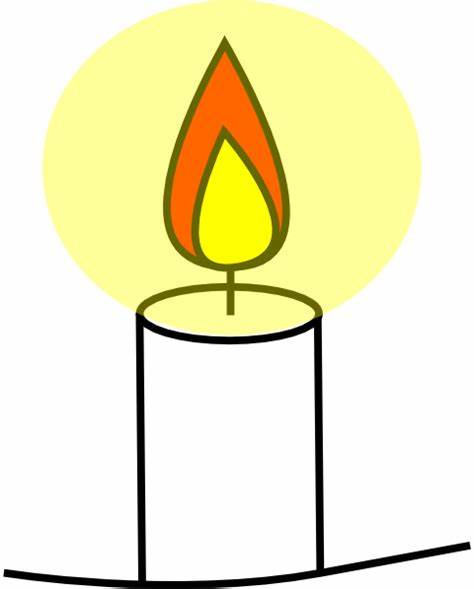
**Broadbottom CE (VC) Primary School**



**“Let your light shine.” Matthew 5:16**

**Relationships and Sex**

**Education Policy**

**Statutory**

**(School following TMBC/Diocese Guidance)**

**Text, letter

Description automatically generated19th May 2021**

**Signed……………………………………………….**

19th May 2021

**Dated………………………………………………….**

18th May 2022

**Review………………………………………………..**

**MISSION STATEMENT**

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality, and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

**We…**

* Love God, the world, each other, and ourselves.
* Cherish our pupils and act as their champions**.**
* Provide safe yet challenging opportunities to learn, blossom and grow.
* Surround ourselves with fun, laughter, positivity and happiness, creating a place

where memories are made.

* Trust each other to act with integrity and to forgive when we make mistakes.
* Love Learning and Love Life.
* Are creative in our thinking, outlook and approach
* Communicate effectively
* Have time and patience to develop minds
* Discover individual sparks to let everyone’s light shine.
* Nurture a love of learning and a belief in oneself.

**School Vision**

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

**“Let your light shine,” Matthew 5:16**

With Christianity at the heart of our intentions, we aim to:

* Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
* Provide high quality teaching and learning, that develops individual potential and enriches pupil’s lives
* Engage in partnerships that support and serve the school community
* Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
* Continually improve performance through evaluation of practice
* Equip children and families with the knowledge, skills, independence and resilience to face future challenges
* Instil traditional values of hard work, courtesy, respect and good behaviour
* Nurture an understanding of how special and unique we are in the eyes of God
* Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
* Link our heritage with overseas charities to support others, as our local community has been supported in the past

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**1. Aims**

The aims of relationships and sex education (RSE) at our school are to:

* Provide a framework taken from TMBC Scheme ‘Sex & Relationship Education Curriculum and Diocese Guidance, @Valuing All Gods Children,’ 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.
* Help pupils develop feelings of self-respect, confidence, and empathy.
* Create a positive culture around issues of sexuality and relationships.
* Teach pupils the correct vocabulary to describe themselves and their bodies.

**2. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At Broadbottom CE (VC) Primary we teach RSE as set out in this policy.

**3. Policy development**

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

**4. Definition**

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

**5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We are adopting the Church Heartsmart PSHE alongside with Tameside Local Authority Scheme 2018

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

**6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). As a church school we also consider ‘Valuing All God's Children, ‘The Church of England document which is committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus.

[Education Publications | The Church of England](https://www.churchofengland.org/about/education-and-schools/education-publications)

Pupils also receive stand-alone sex education sessions delivered by Miss Hawkins and trained health professionals.

Relationship’s education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**7. Roles and responsibilities**

**7.1 The governing board**

The governing board will approve the RSE policy and holds the Head of School to account for its implementation.

**7.2 The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

**7.3 Staff**

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory.

components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

Those teaching RSE at Broadbottom CE (VC) Primary are:

Miss Hawkins – class teacher

Mr McNee – class teacher

Mr Jowett – class teacher

Mrs Dawson – class teacher

**7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**8. Parents’ right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

**9. Training**

Staff are trained on the delivery of RSE and managing disclosures which is included in our continuing professional development and safeguarding training calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

**10. Monitoring arrangements**

The delivery of RSE is monitored by through:

Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head Teacher annually.

At every review, the policy will be approved by The Governing Body.

**Relationships and sex education curriculum map**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health & Wellbeing**   * Body parts * Similarities & differences between boys and girls * People who look after them * Family networks * How to deal with worry | **Health & Wellbeing**   * Rules for physical & emotional safety * How people can protect you * Taking responsibility for keeping safe * When to say yes/no/I’ll ask & I’ll tell | **Health & Wellbeing**   * Deeper understanding of feelings * Strategies to keep safe online * People who are responsible for helping to keep them healthy & safe | **Health & Wellbeing**   * Sources of pressure to behave in an unacceptable way * Changing body & emotions in puberty | **Health & Wellbeing**   * Deeper understanding of feelings * Changing body & emotions in puberty * Responsible use of mobile phones | **Health & Wellbeing**   * Changing body & emotions in puberty * Taking care of their body * Managing requests for images of themselves or others/what is and is not appropriate to share |
| **Relationships**   * The difference between secrets & nice surprises * When not to keep a secret * Identifying special people to you | **Relationships**   * The difference between secrets & nice surprises * Identifying & respecting differences & similarities in people * Knowing about physical contact * Bodies & feelings can be hurt | **Relationships**   * To judge acceptable/   unacceptable physical contact   * The concept of ‘keeping something confidential or secret | **Relationships**   * To judge acceptable/   unacceptable physical contact   * Consequences of discrimination, bullying, aggressive behaviour & prejudice- based language | **Relationships**   * Relationships and what is classed as healthy * Unhealthy relationships * Different types of relationships * Factors that make us similar & different protected characteristics * Stereotypes * Differences & terms associated with sex/gender identity & sexual orientation * Forms of bullying & abuse * Personal boundaries | **Relationships**   * Relationships and what is classed as healthy * Unhealthy relationships * Civil partnerships & marriage * Marriage is a mutual partnership * Differences & terms associated with sex/gender identity & sexual orientation * Loving relationships without marriage or civil partnership |
| **Living in the World**   * People and living things have rights. * Sharing & turn taking * Protecting others bodies & feelings | **Living in the World**   * Belonging to different groups & communities * Being unique * Similarities to others & what we have in common |  | **Living in the World**   * Human rights * Universal rights |  | **Living in the World**   * Cultural practices which are against British Law * Media and how they present things * Critical examination of social media content, interpretation misinterpretation & keeping safe |

| Topic | Pupils should know |
| --- | --- |
| Families and people who care about me | That families are important for children growing up because they can give love, security and stability.  The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.  That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.  That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | How important friendships 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 |
| Respectful relationships | 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 adults |

**Appendix 3: Parent form: withdrawal from sex education within RSE**

| To be completed by parents | | | |
| --- | --- | --- | --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education | | | |
|  | | | |
| Any other information you would like the school to consider | | | |
|  | | | |
| Parent signature |  | | |

| To be completed by the school | |
| --- | --- |
| Agreed actions from discussion with parents |  |
|  |  |