



Barnsbury Primary School and Nursery

Relationships and Sex Policy

Governor responsible:	Headteacher
Policy originator:	S Mollett
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Reviewed:	Autumn 2023
Next Review:	Autumn 2026

Barnsbury Primary school and Nursery has based its policy and practice on the latest guidance from the DCSF. We believe that effective Relationships and Sex Education (RSE) is important to ensure that children grow up being

- Informed about and comfortable with the changes during puberty.
- Able to enjoy the positive benefits of loving, rewarding and responsible relationships.
- Being emotionally safe, supported and sexually healthy.

Our approach to the teaching and learning of RSE is that it should be:

- Factually accurate, evidence-based and age-appropriate.
- Be sensitive to faith and cultural perspectives.
- Promote equality, inclusion and acceptance of diversity.
- Promote strong and stable relationships.
- Provide children and young people with a clear sense of rights and responsibilities.

What is relationships and sex and education?

Relationships and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions and managing personal relationships. It is set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children.

RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enable them to successfully manage the challenges they face as they grow up.

RSE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.

The school strives to live the **Values** based curriculum programme which it delivers. This encompasses all aspects of teaching and learning in school but particularly focuses on PSHE, RE and through development of 'living and learning' skills. In the area of Sex and Relationships the following values are particularly relevant: Respect, co-operation, responsibility, positivity, integrity and resilience. We aim for our values to show through everything that is said and done in school by all members of our school community. Please also refer to the school's Teaching and Learning Policy, and the PSHE policy.

Aims

To give each pupil the knowledge, skills and understanding to lead confident, healthy and independent lives in order to become informed, active and responsible citizens.

We aim to explore and discuss the following values and attitudes as part of the overall moral development of children:

- Mutual respect.
- The value of family life, marriage and of loving and stable relationships in bringing up children.
- Rights and responsibilities, for self and others.
- Commitment to safety and wellbeing.
- Gender equality.
- Acceptance of diversity.
- That violence and coercion in relationships are unacceptable.

We aim to increase pupils' **knowledge and understanding** at appropriate stages by:

- Learning and understanding emotional and physical development.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Understanding the positive benefits of loving, rewarding and responsible relationships.
- Learning about support services available.

We aim to teach the following personal and social skills so that children can begin to make informed decisions and life choices, including:

- Learning to identify their own emotions and those of others.
- Managing emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Developing an appreciation of the consequences of choices made.
- Coping with and resisting unwelcome peer pressure.
- Managing conflict.
- Learning how to identify risk.
- Recognising and avoiding exploitation and abuse.
- Asking for help and accessing advice.

Our Curriculum Planning Philosophy

RSE is taught through a spiral curriculum which reinforces learning at different ages. Topics are taught either discreetly in separate PSHE lessons or through other curriculum subjects, especially through the Science National Curriculum e.g. changes in the growing body, and reproduction. Year 5 and 6 are visited by a nurse where the final parts of primary RSE are taught.

Our Approach to Teaching and Learning in RSE

RSE is taught throughout the school appropriate to the age and maturity of the pupils. Parents/carers are informed of the curriculum via ½ termly parent planners and additional letters are sent out inviting parents to view the teaching materials prior to specific units of work in Year 5 and 6. Parents can request withdrawal of their child for specific lessons of RSE.

At Barnsbury we have an important role in helping children to develop the vocabulary and confidence to talk, listen to others and think critically about sex and relationships. We use a variety of teaching strategies that can help this, including:

- Establishing and maintaining ground rules to create a safe learning environment.
- Responding to / being conscious of pupils' existing knowledge and experience
- Using 'distancing' techniques e.g. cartoons, anonymous question boxes, role play.
- Using interactive learning methods that support participation and encourage reflection

Teachers will aim to respond to pupils' questions as they arise, in an age appropriate manner and dependant on the needs of the children and the class. If a question raises cause for concern about safeguarding the

teacher will discuss this with the school child protection officer in confidence to agree next steps. All staff are aware of the school's confidentiality policy, safeguarding processes and how to deal with disclosures and referrals.

Visits both off and on site involving outside agencies greatly enhance the teaching and learning in RSE e.g. the Life Space visits to Foundation/Key Stage 1 and KS2, school nurse visits and the Junior Citizenship day in Year 6.

Visitors are briefed about their contribution and appropriate conduct and teaching staff are always present when visitors talk to children. Staff evaluate all visits and activities to inform future practice.

Whole school assemblies introduce key values e.g. respect, responsibility, understanding (a new value is introduced each half term) and these are followed by class teachers in class reflection time and in class assemblies. (Please see our Collective Worship policy).

Sexual Exploitation

Child sexual exploitation is the sexual abuse of a child or young person aged under 18 by an adult who involves them in inappropriate sexual activities either with themselves or another person. The activity often takes place in exchange for money, alcohol, drugs, food, accommodation or presents such as clothing or mobile phones, and victims can be targeted in person or online.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition. For example, being persuaded to post images on the internet or using mobile phones.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation. Violence, coercion and intimidation are common. Victims are often targeted because they are already vulnerable in some other way.

Signs to look out for

- Not attending school, regularly going missing, coming home late.
- Change in appearance or overt sexualised dress.
- Disengaging from family, friends and other support or network workers.
- Becoming secretive.
- Unexplained money or gifts, including mobile phones.
- Being seen in different cars, perhaps with different older people.
- Increased contact with health care.
- Displaying inappropriate sexualised behaviour.
- Having a much older boyfriend / girlfriend.
- Changing peer groups.
- Suffering from sexually transmitted diseases.
- Multiple pregnancies, terminations.
- Drug or alcohol misuse.
- Offending behaviour.

School staff should report any concern about under-age sexual activity to the DSL who will decide on the most appropriate course of action.

School staffs that are approached by a pupil wishing to discuss sexual matters must make it clear to the pupil that they cannot guarantee confidentiality but will act in the child's best interests. (Please see Safeguarding Policy).

Provision in Foundation Stage

At Barnsbury, our teaching matches the aims as set out in the Early Learning Goals for developing each child's personal, emotional and social development. In addition, children learn about their bodies as set out in the Early Learning Goals for developing children's knowledge and understanding of the world.

Computing in RSE

We aim to enhance children's experiences and learning in RSE via the appropriate use of Computing e.g. using clips, internet and the interactive white board.

Please refer to Computing and Safe guarding policy relating to protecting the children from accessing unsuitable material via the internet. The children do not use the internet to research information about sex education; all material that the children see is age appropriate and the parent is informed that their child will be viewing sex education material and will have access to view it first should they so wish. (Please see acceptable use and Online Safety Policy)

Equality of Access and Differentiation

We enable all pupils to have access to the full range of activities involved in learning RSE, by differentiated activities where necessary and providing a suitable level of challenge for all abilities.

EAL

Children whose first language is not English are recognised as dual language learners and their achievements celebrated. Children are assessed and their progress monitored, sometimes with the help of REMA (Religious, Ethnic, Minority Achievement) staff and supported as appropriate in class, often by an increased focus on visual cues. (Please see EAL policy). In addition, respect for cultural and linguistic diversity is promoted through the use of resources.

Monitoring

The PSHE leader is responsible for monitoring the standards of children's work and the quality of teaching in the RSE. This will be done in accordance with the school's annual monitoring schedule.

Assessment of RSE

Teachers assess the children's work in RSE both by making informal judgements as they observe them during lessons and by measuring them against the specific learning intention and success criteria for the lesson. At the end of the year children's achievements in PSHE are reported to parents.

Appendix 1

Key Stage 1 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (2014)	Science: Statutory Programme of study: (2014)	Questions to help pupils to explore RSE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none">• About the process of growing from young to old and how people's needs change• The names of the main parts of the body• Rules for, and ways of, keeping safe...and about people who can help them to stay safe	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce <p>Humans and other</p>	<ul style="list-style-type: none">• What are the differences between girls and boys' bodies?• What are the correct words for the external parts of our bodies ?• Where do babies come from?• How much have I changed since I was a baby?• How do I feel about these changes?

<p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> • To recognise how their behaviour affects other people • To listen to other people, and play and work cooperatively • To identify and respect the differences and similarities between people • That families and friends should care for each other • That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying 	<p>animals</p> <ul style="list-style-type: none"> • To recognize and compare the main external parts of the bodies of humans and other animals • That humans and other animals can produce offspring and that these offspring grow into adults 	<ul style="list-style-type: none"> • What do I understand about keeping secrets? • Who can I tell if I have a secret or worry? • What is the difference between good touch and bad touch? • How can I be a good friend? • How do I like to be treated by people I know including friends and family? • How am I different and similar to other people?
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Appendix 2

Key Stage 2 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 2014)	Science: Statutory Programme of study: (NC, 2014)	Questions to help pupils to explore RSE within the national curriculum
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> • To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> • About how the body changes as they approach puberty • To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of physical contact is acceptable and unacceptable 	<p>Pupils should be taught:</p> <p>Life processes</p> <ul style="list-style-type: none"> • That the life processes common to humans and other animals include nutrition, movement, growth and reproduction <p>Humans and other animals</p> <ul style="list-style-type: none"> • About the main stages of the human lifecycle 	<ul style="list-style-type: none"> • How do I feel about physical and emotional changes at puberty? • What skills do I need to cope with my feelings such as mood swings? • How do boys and girls’ bodies change during puberty? • What is the normal variation in our bodies – before and after puberty? • How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition? • How is puberty part of my sexual development

<ul style="list-style-type: none"> • 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 <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> • That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view • To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships • To recognise and challenge stereotypes • That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability • Where individuals, families and groups can get help and support 		<p>(including production of eggs/sperm)?</p> <ul style="list-style-type: none"> • How does the sperm and egg meet during sexual intercourse and can conception be prevented? • What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends? • What are some of the ways that people behave in a loving and happy relationship? • What kinds of abuse could happen in relationships, including hurting feelings and violence? • Are there different expectations about how girls and boys behave in relationships and what other choices do they have? • What is sexist bullying and homophobic bullying and what skills do I need to do something about it? • Who can I talk to if I am unhappy or worried?
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