



Bosham Primary School Relationship and Sex Education Policy



Bosham Primary School

Bosham Primary School, Walton Lane, Bosham, West Sussex PO18 8QF

Jacquelyn Wattam B.Ed(Hons); MAEd; NPQH

Tel: 01243 572375

Email: office@bosham.w-sussex.sch.uk

Relationship and Sex Education Policy

Approved by Governors	
Chair of Governors	Christine Dring
To be reviewed	
Location	



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Context

At Bosham Primary school, we recognise that we live in a multicultural, multi-faith and diverse society and acknowledge that the pupils, and their family relationships, reflect this. Underpinning this policy is the school's values: kindness; equality, care and respect, love of learning; excellence, pride in ourselves and our school, ambition and curiosity and happiness; trust, safety, positivity and responsibility. The policy is supported by the school's policies for equal opportunities, child protection, behaviour, social inclusion and special educational needs and is written with reference to the following Government legislation and guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Equality Act 2010
- Keeping Children Safe in Education (updated 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)
- Sex and Relationships, Ofsted (2002), (updated 2006)
- Faith, values and Sex & Relationships Education, Blake and Katrak, (2002)

The Department for Education has made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

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

Subject content

Relationships Education

The focus at Bosham Primary School will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.



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Starting in Early Years and continuing throughout Key Stages 1 and 2, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Pupils will learn about personal space and boundaries, how to show respect and understand the differences between appropriate and inappropriate or unsafe physical contact.

Health Education Policy

As part of relationship education, we consider it appropriate to teach our pupils about LGBT relationships. We will ensure that this is fully integrated into the curriculum and will not be delivered as a standalone unit or lesson.

Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give pupils the information that they need to make good decisions about their own health and wellbeing. Teaching will enable them to recognise what is normal and what is an issue in themselves and others and, when and how to seek support.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Puberty including menstruation will be covered in Health Education and will, as far as possible, be addressed before onset. This will ensure boys and girls are prepared for changes they and their peers will experience.

Pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, the school will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation; this will include requests for menstrual products.

The principles of positive relationships also apply online. Teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. In line with the computing curriculum (e-safety), lessons will include content on how information and data is shared and used and how sites may use information provided by users in ways they might not expect. Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices.



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In upper Key Stage 2, pupils will be taught why social media, computer games and online gaming have age restrictions and they will be taught how to manage the common difficulties encountered online. This will all be taught in an age appropriate way and will sit alongside the essential understanding of how to be healthy.

How RSHE is taught and who is responsible for teaching it.

At Bosham Primary School, we feel it is important to teach the Relationship, Sex Education and Health Education curriculum (RSHE) within a trusting, safe environment, where children have the confidence to ask questions and share opinions. The RSHE curriculum will be taught to the class as a whole; if staff feel it appropriate, small parts of the programme will be taught to single sexes.

Menstruation, for example, will be taught to both boys and girls, but in different classrooms so the children can ask sensitive questions with less embarrassment.

In order for everybody to feel comfortable when discussing sensitive issues or asking and answering difficult questions, ground rules will need to be established and understood by both staff and children. Teachers will always endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. If pupils ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online. Staff will not offer their own opinion regarding sensitive issues or answer questions about their personal life.

As with all subjects, staff will adopt appropriate teaching methods to enable equality of opportunity to take place and planning will take into account the range of needs of all our pupils including those with social, emotional and mental health needs, special educational needs or religious backgrounds.

Teaching methods may include: circle time, role play, group work, discussions, videos, books, diagrams and question boxes.

Children will be given the opportunity to develop and practise their skills of negotiation, decision making, assertion, research and collaboration and they will explore their own and others' prejudices, challenge stereotypes and consider evidence.

We will work in partnership with Key Stage 3 to ensure continuity and progression.



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By the end of primary school, pupils should know:

Families and people who care for me	<ul style="list-style-type: none">• 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 (or civil partnership) 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	<ul style="list-style-type: none">• 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.



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<p>Respectful Relationships</p>	<ul style="list-style-type: none">• 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.
<p>Online Relationships</p>	<ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online
<p>Being Safe</p>	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.



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	<ul style="list-style-type: none">• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for themselves or others, and to keep trying until they are heard.• how to report concerns or abuse, and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.
Mental wellbeing	<ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)



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	<ul style="list-style-type: none">• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet Safety	<ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private• why social media, some computer games and online gaming, for example, are age restricted• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted• where and how to report concerns and get support with issues online
Physical Health and Fitness	<ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise• the risks associated with an inactive lifestyle (including obesity)• how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content)• the principles of planning and preparing a range of healthy meals• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)



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Drugs, Alcohol and tobacco	<ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health Prevention	<ul style="list-style-type: none">• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing• the facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary• concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing Adolescent Bodies	<ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes• about menstrual wellbeing including the key facts about the menstrual cycle



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Monitoring, evaluation and assessment.

Teachers at Bosham Primary school will have the same high expectations of the quality of pupils' work in Relationships, Sex and Health education as for other curriculum areas therefore assessment for learning, and of learning will be central to any education provision.

- Pupils will have opportunities to reflect on their learning and its implications for their lives.
- Teachers will know that learning has taken place, be able to demonstrate progress and identify future learning needs.

Assessment will allow the leadership team, parents, governors and school inspectors to see the impact on pupils and whole school of the RSHE curriculum.

The rights of a parent / carer to withdraw their child.

The Department of 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. Bosham Primary School follows this guidance and will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

There is no right to withdraw from Relationships Education or Health Education, however parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE (other than that delivered as part of the statutory science curriculum.)

Statutory content; children may not be withdrawn:

Pupils should be taught to:

Year 5 science.

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6 science.

- Pupils should be taught to:
- Statutory content; children may not be withdrawn:
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function



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- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged.

Year 5 and 6 parents / carers will be informed of specific aspects of the SRE curriculum through letters. Before the lessons, parents/carers will be invited to view any digital materials used. Parents / carers are welcome to discuss the SRE programme with the class teacher or the RSHE leader.

At Bosham Primary we believe that the most effective SRE happens when there is a partnership between the parents and the school however, the Head Teacher will grant a written request to withdraw a pupil from any non-statutory sex education.

Involvement of parents / carers, pupils and staff

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

1. Review – a working group, including representation from SLT, governors, RSHE lead, EYFS, Key Stage 1 and Key Stage 2, 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. Governor consultation - all school governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Pupil consultation – we investigated what exactly pupils want from their RSHE curriculum
6. Approval – once amendments were made, the policy was once again shared with governors and approved.

Responsibilities

The governing body:

Bosham Primary School has a designated governor to maintain a strategic oversight of the requirements of this policy. The Governing Body's role is to be



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involved in the formation, review and approval of the policy. The policy will be an agenda item on the Spring 2 full Governing Body meeting.

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

Staff: Class teachers are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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

All **teaching staff** will be responsible for teaching their class the agreed curriculum for RSHE. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about this are encouraged to discuss this with the headteacher.

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

Review

This policy and the schemes of work will be reviewed annually. At every review, the policy will be approved by the governing body.