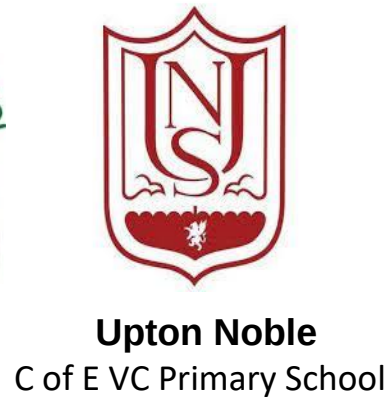


East Somerset Federation



Bruton
Primary School



Upton Noble
C of E VC Primary School

Relationships and Sex Education Policy

**Approved by the Governing Body of
The East Somerset Federation**

Signed:

A handwritten signature in black ink, appearing to read "Susan Sise".

Date: January 2025

Date for Review: January 2026

Introduction

This policy is a 'standalone' policy that comes under the umbrella of Personal, Social, Health Education and Citizenship (PSHEC) across the schools (Bruton Primary School, Ditchat Primary School and Upton Noble Church of England VC Primary School). It takes account of the 'Sex and Relationship Education Guidance' published by the DfE in July 2000 that updated Circular 5/94 'Sex Education in Schools' as well as the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) regulations 2019 under sections 34 and 35 of the children and social work act 2017. The policy has been updated to take into account the statutory requirements for schools to include relationships education as a larger part of its overall relationships and sex education delivery (2019).

Rationale

As a federation, we believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, cultural, emotional, mental and physical developments of our pupils, preparing them for the opportunities, responsibilities and experiences of adult life. We understand that there is a statutory requirement to have in place such a policy.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social, Health Education and Citizenship programme and supplemented by Science and other subjects of the taught curriculum.

Definition

RSE is about the physical, emotional, moral and social development of pupils, and involves learning about relationships, sexuality, consent, healthy lifestyles, diversity and personal identity. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

Aims and objectives

The Federation aims to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health. We believe that RSE in our schools should:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Help children to understand the consequences of their actions and behave responsibly within relationships and understand the importance of family for the care and support of children.

- Help children to understand the consequences of their actions and behave responsibly.
- To be able to recognise unsafe situations, protect themselves and ask for help and support.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Create a positive culture around the issue of sexuality and relationships.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. This complements the aims within the Science Curriculum in KS1 and KS2.

Working with Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships.

As a school we recognise the importance of working with parents when fulfilling our obligations towards the following statement, 'All schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy.' DfE June 2019.

If parents wish to request a copy of the resources used within the teaching of RSE, they may contact the school to preview these materials.

Any parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head of School/s/Executive Headteacher. Parents have the right to withdraw their children from all or part of those aspects of the RSE programme which are NOT part of the statutory National Curriculum Science Orders and may withdraw their children from relationships education. If requested, alternative arrangements will be made for an individual pupil, but it is hoped that this will not be necessary. If so, parents should consult with the Head of School/s/Executive Headteacher to discuss appropriate arrangements.

Curriculum

Our RSE curriculum is part of our PSHCE curriculum; however, this will be adapted when necessary.

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

Primary sex education will focus on:

- Sexual difference and naming body parts.
 - Preparing boys and girls for the changes that adolescence brings and exploring the impact of puberty on the body and the importance of physical hygiene.
 - Understanding that menstruation and wet dreams are a normal part of growing up.
 - How a baby is conceived and born, considered in the context of relationships.
 - Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.
- These areas will be covered under the PSHEC unit: 'Growing and Changing' in the summer term (see PSHE curriculum document on websites).

Delivery of RSE

As part of RSE, pupils will be taught about the nature and importance of a strong and mutually supportive relationship for family life and bringing up children. This could be with parents in a marriage or civil partnership, or outside of marriage. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons, however we also teach it through other subject areas: Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The objectives of PSHE and citizenship are to enable the children to:

- Develop the knowledge and skills to enable them to become confident, healthy individuals
- Develop a safe and healthy lifestyle

- Understand what makes a good relationship with others
- Have respect for others in school and in the outside world
- Develop own sense of self-esteem and emotional well-being and encourage others to do so
- To make the most of their own abilities
- Be independent and responsible members of a community, such as school
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community
- Acquire enduring values and aspirations

Teaching and Learning Style

We use a range of teaching and learning styles to meet the PSHE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or leaving service) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from local religious, spiritual or secular groups whom we invite into the school to talk about their role in creating a positive and supportive local community.

- Effective Learners (Resilient, Responsible, Creative, Reflective and Ambitious) in Bruton are attributes the schools focus on as well as the Global Development Goals and our link with our Zambian school in Mufilaria.
- The Values at Ditchat Primary are: Respect, Diversity, Perseverance, Communication, Thinking and Collaboration and Caring.
- At Upton Noble the school focuses on [Personal Learning Targets](#) (Effective Participators, Independent Enquirers, Creative Thinkers, Team Worker's, Self-Managers and Reflective Learners) as well as our Christian Values: Resilience, Love, Friendship, Respect, Trust and Honesty.

Pupils are nominated for these attributes by both teachers and peers and are celebrated in the celebration assembly. Photos are displayed on the boards either in reception or in the school hall in all schools.

PSHCE and Citizenship Curriculum Planning

At Bruton and Upton Noble, we teach PSHCE using Connect resources and resources from the PSHE association. At Ditchat we use the resource Jigsaw. There is planned progression and continuity throughout the key stages. Some PSHE and C topics will link through teaching other subjects. The Federation uses Active Bytes resources to support On-line safety.

We also develop PSHE through various activities and whole school events e.g. Children organising MacMillan Coffee mornings, supporting charities such as School in a Bag, Children in Need, having whole school focused weeks such as: Anti-bullying week, On-line safety week. School Council representatives meet fortnightly to discuss school matters. Across the Federation the children in Year 6 are given the opportunity to become play leaders whereby they act as a buddy in the playground to other children in school. This helps to promote the children's self-esteem which in turn gives them a sense of responsibility and helps reduce the number of playground incidents. Our Key Stage 2 children experience a residential in Okehampton, where there is a particular focus on developing pupils' self-esteem and gives them opportunities to develop leadership skills and positive team work.

Pupils are given an opportunity to voice opinions through the use of the school council suggestion box, our open-door approach gives parents an opportunity to request an appointment to see a member of staff when necessary. Relevant issues can be raised through PSHE and issues of a confidential nature are dealt with in a sensitive manner (see confidentiality policy).

Pastoral care is supported by the schools: Anti-Bullying policy, Behaviour policy, Safeguarding policy and School Rules. School rules encourage and promote positive behaviour with rewards, sanctions are also clearly stated.

Teaching PSHE and Citizenship to Children with Special Needs

We teach PSHE to all children, regardless of their ability. All children are considered as individuals and are not discriminated against by any other means. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

Assessment for Learning

Our teachers assess the children's learning in PSHE both by making informal judgements, as they observe them during lessons and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what pupils will know, understand and be able to do at the end of each year group.

We encourage pupils to contribute to the life of the school and the community.

Monitoring and Review

The RSE policy is monitored and evaluated through a process involving teachers. PSHE Co-ordinators, Leadership Team and the Governing Body. The PSHE Subject Leaders are responsible for monitoring the standards of children's work and the quality of teaching. Our Subject Leaders support colleagues in their teaching by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Our Subject Leaders are also responsible for producing an annual action plan, evaluating progress and impact and indicating areas for further improvement.