

BEAUMONT PRIMARY SCHOOL

RSE POLICY

Children are at the heart of everything we do.



The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

Introduction

This policy takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DFE in 2019. The policy was created by the subject leader for RSE in consultation with parents, staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

Policy Aims and Objectives

RSE explores “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.” Within the RSE curriculum at Beaumont, some aspects are taught as part of the PSHE curriculum, some aspects are taught in Science and some aspects are taught as stand-alone sex education lessons. This policy aims to share how Beaumont school teaches all aspects of RSE.

(Brook, SEF, PSHE Association, 2014:3)

Relationship Education

The children at Beaumont will be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with children and other adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who can support them. From the beginning of Reception class, building on early education, 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 pupil privacy. We teach children about establishing space and boundaries, showing respect and understanding the differences between appropriate or inappropriate or unsafe physical, and other, contact.

Relationship education is taught as part of our PSHE curriculum. Each class has six core books (see appendix 1) which support the relationship education curriculum and are age appropriate. Within the relationship strand of PSHE, we focus upon three areas;

- Families and friendships
- Safe relationships
- Respecting ourselves and others.

Families and friendships

Within this strand, the children will learn how families are important for children growing up because they can give love, security and stability. They will learn that other families, either in school or in the wider world, sometimes look different from their family, but we should respect those differences and know that other children’s families are also categorised by love and care. The children will learn how important friendships are in making us feel happy and secure, and how people choose and make friends. Children will learn that healthy friendships are positive and welcoming towards others, and do not make people feel lonely or excluded.

Safe relationships

Within this strand, the children will learn what sort of boundaries are appropriate in friendships with peers and others. They will learn 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. The children will learn how to recognise and report feelings of being unsafe or feeling bad about any adult. Within safe relationships, the children will explore how the same principles apply to online relationships as to face-to-face relationships. They will learn the rules and principles for keeping safe online.

Respecting ourselves and others

Within this strand, children will explore the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. They will learn the conventions of courtesy and manners. Children will learn that within school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. Children will learn about different types of bullying, (including cyberbullying), the impact bullying has and how to get help. This strand will explore stereotypes and how they can be unfair, negative or destructive.

All these strands are underpinned by our **Beaumont Three Rights;**

- The right to **learn**
- The right to be **safe**
- The right to be **respected**

RSE within Science

Certain aspect of RSE are taught within our Science curriculum. Children are taught about lifecycles and similarities and differences in the Early Years. As the children go through school, they learn about reproductive processes including plants and animals. Children also learn about the different stages of human growth, including puberty in KS2.

Sex Education

Sex Education is taught as a discrete stand-alone strand of RSE. These specific lessons will be taught to Year Six. The lessons will be taught using the “Busy bodies” (see Appendix 2) support videos and material. They will be delivered by a teacher/TA4 to boys and girls separately.

Year 6 -

- Introduction
- What happens in puberty?
- How boy’s bodies grow and develop during puberty. (For all genders to watch)
- How girls’ bodies grow and develop, including menstruation. (For all genders to watch)
- How babies are made – conception.
- Enjoying growing up. This refers to the importance of looking after your physical and mental wellbeing

Menstruation/Periods

Year 5 girls will be invited to attend a session, delivered by their class teacher, discussing what happens to your body when you start your periods. Four slides from the Busy Bodies resources will be shared during this session.

This will be an opt in or opt out session and parents will be informed when this session will take place.

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:523ca957-0c50-4bb8-86cc-0b0f23dab75d>

Right of Withdrawal

At Beaumont Primary School we will inform parents when the Sex Education lessons are taught and will provide an opportunity for parents to view the videos and support materials used in class. Parents have the right to withdraw their children from the stand-alone sex education lessons. (Please note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education).

Parents will not be able to withdraw their children from any aspect of Relationships Education, Health Education (which includes learning about the changing adolescent body and puberty) or science lessons.

In view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education lessons. School cannot be held responsible for children over-hearing informal discussions about lessons during other parts of the day, e.g. playtimes.

Organisation and Delivery of RSE Programme

The PSHE subject leader and Head teacher are responsible for the organisation of RSE at Beaumont Primary School.

Where RSE is taught within the curriculum, it will usually be delivered by the class teacher and within a mixed gender class. RSE is also explored through assemblies which are delivered by teaching staff, including the Head teacher. Visitors and speakers from the community, e.g. health promotion specialists, school nurse and community representatives make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visitor/speakers and the teachers remain responsible for the delivery of the RSE curriculum.

Equal Opportunities

The RSE programme will be delivered in accordance with the school's Inclusion Policy, Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. Pupils will be taught at an age appropriate level, that the term 'relationship' may refer to two people of the same or different, gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate pupils will be given opportunities to discuss specific issues related to puberty in same sex groups. Resources and methods of teaching will be in line with the strategies set out in this policy.

Pupils with Special Educational Needs

Relationship education, RSE and Health education must be accessible for **all** pupils at Beaumont. Some content of the RSE programme may need to be adapted to meet the specific needs of children at different developmental stages. School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work, so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail, appropriate to the child's age and stage of development.

Teachers will use their professional judgement and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Mrs S Postle, Mrs Sumner will be contacted. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Review, Assessment and Evaluation

Monitoring of the RSE Policy is the responsibility of the Head teacher, named governor (Mrs Leach), and PSHE leader (Dale Sumner)

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teacher's planning and feedback from parents and

children. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Links with other Policies

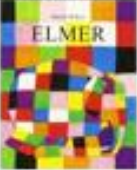



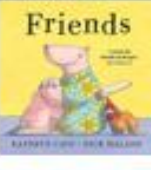





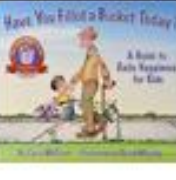








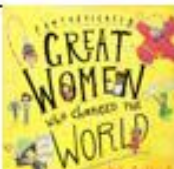








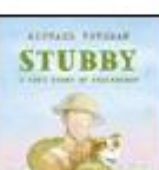


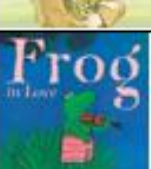






This policy should be read and implemented in conjunction with other policies: PSHE

Date of Policy: May 2021

Review of Policy: May 2023

This policy document is available to view on the school web site.

Appendix 1

| | It's good to be different | Gender Stereotyping | Families | Feelings | Relationships | Positive Self Image |
|-----------|---|---|---|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception |  |  |  |  |  |  |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |
| Year 5 |  |  |  |  |  |  |
| Year 6 |  |  |  |  |  |  |
| Assembly |  |  |  |  |  |  |

