



Sex and Relationships Policy

Our Mission Statement

'Let Your Light shine to all' (John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring change makers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

Our Intent

- **We ensure that our sex and relationships education programme is tailored to the age and the physical and emotional maturity of the children.**
- Effective sex and relationship education is essential if children are to learn to make responsible and well-informed decisions about their lives;
- The objective of SRE is to help and support children through their physical, emotional and moral development;
- It should help children learn to respect themselves and others and to recognise the importance of family life, stable and loving relationships, respect, love and care.

Our Aims

- To prepare children for, and to enable them to cope with, the changes to their own bodies and to those of the opposite sex as they enter puberty, including instincts and feelings and the acquiring of an accurate and acceptable vocabulary with which to discuss these issues;
- To help children to understand that they have rights and should have control over who touches their bodies; to ensure that children can ask for help and support if needed;
- To teach in such a way as to promote a sense of personal value and self-respect in all children irrespective of their family, religious and cultural background.

Relationships Education

To embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self- efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

If you have any questions relating to this policy, please direct them to Mrs Tyrer:
head@burscoughbridge.lancs.sch.uk or call her at school 01704 892307

(DFE statutory guidance 2019 point 1 page 8)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Definition of Relationships Education for Burscough Bridge Methodist Primary School

We will begin by teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

We will enable children to keep themselves and other safe so we will talk about healthy friendships, family relationships and other relationships they may be likely to encounter.

We will establish how to treat each other with kindness, consideration, the importance of honesty and truthfulness and seeking permission seeking and giving and the concept of personal privacy.

We will help them establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, content.

These are the forerunners of teaching about consent, which is taught at secondary school.

Implementation

In our school we will give children opportunities for learning about what a relationship is through discussion, role play, circle times and assemblies and in the Early Years through puppet work. We will use various stories and non-fiction books as a source of discussion.

We intend to teach them the skills they need to think clearly, keep calm, evaluate, plan a way ahead, help others and stay healthy, both mentally and physically. In our modern world, this also includes online interactions and appropriateness so children can learn to stay safe. All children and staff will have the opportunity to ask questions via open discussion or by posting their ideas or questions named or anonymously into our worry boxes. These will be read and collated and incorporated into lessons or dealt with separately where appropriate

All our objectives are from the DFE guidelines and from the PSHE quality assured resources. Our children receive lessons and assemblies from Mrs Tyrer and PSHE, RSE and Health education is interwoven into our curriculum and taught by class teachers and support staff and positive skills and attitudes are reinforced throughout the school day.

We use the PSHE Association for our planning throughout school, however we also teach SRE through other subject areas (for example, Science), 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.

As we are teaching to mixed age classes, we have developed a two-year program. We plan termly and start by assessing knowledge to make sure we are addressing any need arising from previous experiences (COVID). This will help children in their first academic year back, whilst still complying with statutory requirements.

We will be teaching our children about equality. In conjunction with our Promoting British Values, we will be teaching children about the protected characteristics. It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We will teach them about the rule of law and the rule of God and the rule of law and give them opportunities to discuss the various rules of different religions and compare to the law of our country.

We have a whole school ethos, which we are building on to promote success, confidence, responsibility and develop an open mind. Therefore, we offer our children the opportunity to take part in mindfulness and yoga. We value hands on learning and recognise that not all children have equal experiences and knowledge of life. To help make sure children have life experiences to build their learning on, we plan to engage in trips to take part in Forest School (KS1) and take part in the John Muir award (KS2). The children will be working with nature as much as possible, giving them chance to centre themselves.

We will teach our children to challenge discrimination. We will engage with parents and carers and strive to ensure our children leave our primary school, happy and excited about living in a community full of difference and diversity, whether that is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

This relationships education will go hand in hand with our health education. It will not be separated out. We will be concentrating on good health, eating, sleep patterns, exercise and mental wellbeing for the autumn term and plan to continue this in the spring term with specialist coaches for KS2 children.

Relationship and Sex Education

We recognise it may be difficult for parents and carers to think about their children learning about such things but we believe in this age of technology where our primary age children have access to the internet we prefer to think of us answering their questions about how life is made rather than their peers and the internet. This way we can ensure the emotions and relationships are not forgotten.

It should ensure all children are prepared for both the physical and emotional changes of puberty. Children need to understand how both girls and boy's bodies function and change as they grow into adults. Parents and carers may consult with us as to the exact content before we teach it. Although a mixed age class, we will separate out the Key stage 2 children for this element of our teaching, as well as some other Circle Times, to always be sensitive and age appropriate.

Content, Curriculum Design and Delivery

Our curriculum complies with the government guidance 2019 and updated guidance 2020:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Our programme of study is bespoke and has been written to the needs of our children. These are updated as the lessons proceed to ensure any misconceptions etc. are addressed. We will begin teaching relationships, health education in the EYFS. PSHE is already an integral part of early learning. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to the PSHE (Association) education Programme of Study. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education.

The PSHE / RSE Curriculum is written with three core themes;

- Health and wellbeing (H)
- Relationships (R)
- Living in the wider world (L)

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf \(hubspotusercontent00.net\)](#)

The DFE requires primary school children to know certain information, by the time they leave. This is under the headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Please see our PSHE and RSE Curriculum Overview for detailed information on what your children will learn at school in the EYFS, Key Stage 1 and Key Stage 2.

[FOUNDATION SUBJECTS \(burscoughbridgethodistschool.co.uk\)](#)

Difficult Questions

We recognise many questions can be uncomfortable. However, we believe a child deserves an open and honest answer from a safe adult. We will answer a question to the whole class where appropriate, if not we will differentiate and respond according to need. We will use our worry box and explain children can pop any ideas and questions into the box (as mentioned earlier), where children can ask questions if they are too shy to do so in class, and will be addressed separately where appropriate.

SEND

RSE and Health Education must be accessible for all pupils. We will ensure through careful planning, reference to the Code of Practice, sensitive delivery and differentiation that our children with SEND access the curriculum.

Safeguarding

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Peer-on-peer abuse is defined as abuse between children.

Burscough Bridge Methodist School **has a zero-tolerance approach to abuse**, including peer-on-peer abuse.

Burscough Bridge Methodist School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com/5.31-peer-abuse)

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Right to withdraw

We are putting this policy out in draft form and are in the process of consulting with parents as to their views and opinions. There will be opportunity for parents to see the materials we will be using below and feedback. Once completed the relationships part of our curriculum will be statutory. Parents or carers may not withdraw their children from this and by signing our home school, agreement parents are acknowledging this. Whilst we strongly encourage parents and carers to encourage their children to learn about the sex education part of our relationship’s education in years 5 and 6 and to trust that all our teaching will be sensitive and age/developmentally appropriate, and with reference to the law, they do have the right to withdraw. Please speak to your class teacher or the Head if you have any worries. The Head will then invite you in for a discussion and if appropriate invite your child in to ensure their views and rights are upheld. If the parents are still not happy with this education, we will then need the request to withdraw in writing.

Governors

The governors are being consulted regarding the writing and development of this policy and will receive annual feedback from the Head teacher in her Head teachers report on the impact and progress.

Review dates

This policy will be reviewed in June 2022 and any updates added. It will then go again to governors to be accepted.

This policy is written to comply with the: 2010 Equality Act 2002 Education Act

Please read in conjunction with our: Safeguarding Policy 2021
Keeping Children Safe in Education 2021

Useful Links

Circle Times: Jenny Mosely

A Programme of Study for PSHE (PSHE Association):

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-psheeducation-key-stages-1%E2%80%935>

PSHE Association Website:

<https://www.pshe-association.org.uk/user>

Sex Education Forum:

<https://www.sexeducationforum.org.uk/>

Link to the FAQ's from the Department for Education:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sexeducation-rse-and-health-education-faqs>