Bishop Monkton C of E Primary School

RELATIONSHIPS AND SEX EDUCATION POLICY

Document Status			
Date of Next Review	March 2026	**Responsibility**	*Standards and Curriculum Committee*
Success Criteria for review completion	Review of Policy and Curriculum requirements.	**Responsibility**	*(Chair) or Standards and Curriculum*
Date of Policy Creation	**Adapted school written model**	**Responsibility**	*Chair of Standards of Curriculum*
Date of Policy Adoption by Governing Body 07.02.2022 **Policy Reviewed 17th March 2025**		**Signed** **Chair of Governors: Ashlea Costelloe**	
Method of Communication (e.g Website, Noticeboard, etc) **School Website, Staff Meeting, circulation to parents and Policy file.**		**Headteacher: Sally Cowling**	

This Policy relates to other policies adopted in school:

- Safeguarding / child protection and the procedures and guidelines from North Yorkshire Safeguarding Board (www.safeguardingchildren.co.uk)
- Anti-bullying
- Positive mental health
- Inclusion
- Science
- Single Equalities Scheme
- PHSE
- Online Safety

What Is Relationship and Sex Education (RSE)?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Principles and Values: Act justly, love kindness and walk humbly with God.

Bishop Monkton's values support our children to be healthy, happy and vibrant individuals, preparing them to become responsible and respectful citizens in the wider world. The SRE policy contributes to this by:

- Promoting safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Giving a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Giving pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Fostering gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Aims and objectives of RSE

Through effective delivery of the RSE curriculum children will:

- Develop an understanding of the attitudes and values relating to family life, marriage, stable and loving relationships and respect
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- Explore and develop the social and personal skills needed to make informed choices
- Increase their knowledge and understanding about physical development, sexuality, emotions and sexual health

Delivery of RSE

RSE is an identifiable part of our personal, social, health education (PSHE) curriculum and the National Curriculum for Science. It is taught by teachers known to the children who deliver it through planned, timetabled lessons across all key stages. This enables children to feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Any teaching from outside professionals is used

to enhance the RSE curriculum by bringing additional experience, skills or knowledge. This is not a replacement for teaching RSE by class teachers. Pupils are informed of where to access age appropriate help inside and outside of school. Effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation) through knowledge of the pupils and differentiation of teaching.

Roles and Responsibilities

The Governing Body:

The governing body has responsibility to ensure the school has an up-to-date RSE policy that describes the content and organisation of RSE through curriculum areas like PSHE and the national curriculum for Science. It will ensure the effective delivery of RSE, monitoring and evaluating progress and ensuring that the school fulfils its legal obligations.

The governing body, in cooperation with the Headteacher, is expected to involve families, pupils and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends.

The Headteacher:

The Headteacher will work with governors to ensure compliance with the 2020 statutory requirements for RSE, keeping them informed about provision, issues and progress in RSE. The Headteacher will liaise with the PSHE subject lead to ensure the effective delivery of RSE and act on any concerns which may arise from pupil's disclosure during RSE lessons.

The PSHE Subject Lead:

The PSHE Subject Lead is responsible for all aspects of the subject including RSE. Their role includes monitoring the implementation of RSE, ensuring that staff are confident to deliver and discuss RSE issues and that effective assessment and evaluation procedures are in place. They will liaise with the named Governor for RSE, updating the policy on a 2-year cycle or sooner if necessary.

Parents/Carers:

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. Any concerns that parents/carers may have will be addressed. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

Parental Right to withdraw their child from RSE lessons

Parents/Carers have the right to withdraw their child from Sex Education but cannot withdraw from Relationships or Health Education, which includes the puberty learning outcomes. Parents should discuss their concerns with the Headteacher in order to see if the issues can be resolved by looking at the curriculum content and age-appropriate resources.

Assessing, monitoring, evaluating and reviewing RSE

RSE will be assessed, monitored, evaluated and reviewed within the school's framework for teaching and learning and delivery of the curriculum, following the school's policy. Bi-annually children will complete the Growing Up in North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils.

Child Protection and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work, which will include information around confidentiality. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality where there are safeguarding issues. Any information or disclosure which raises a concern that a child/children may be at risk of significant harm, will be reported to the Designated Safeguarding Lead who will then follow the school's policy for Child Protection.

Diversity

Children and young people from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community.

Lesbian, Gay, Bisexual and Trans (LGBT)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly. Pupils will have opportunities to learn about different family structures and, for older pupils, will discuss sexual relationships and partners including LGBT.

Appendix 1

Letter to parents

Dear Parents/Carers

As a school we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme to enable them to acquire the knowledge, understanding, skills and strategies they need to develop an understanding of themselves, empathy and the ability to work with others to help pupils form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. A full outline of our PSHE curriculum is published on our school website (www.bishopmonkton.n-yorks.sch.uk)

The Government have made Relationships Education and Health Education statutory for all schools from September 2020. The Government have produced some information leaflets for parents to explain what the new curriculum consists of and is trying to achieve. These can be accessed at https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

As part of the schools planned programme we teach pupils about, 'Me and My Relationships' which covers aspects of Relationships Education and Relationships and Sex Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline. Key aspects of this curriculum area also include:

- Year 1 being taught the names for different body parts which include the names for external genitalia.
- Year 1 / 2 / 3's are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no both on and offline (consent), and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at http://www.nspcc.org.uk/
- In Year 4 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line . This learning continues in Year 5 and 6
- In Year 5 pupils learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally.

- In Year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty and about human reproduction.
- We use the busy bodies resource to teach pupils about puberty at (Year 5 and 6) and about how babies are made (Year 6) https://www.healthpromotion.ie/health/inner/busy_bodies This is supplemented by the PSHE curriculum materials used through Kapow, an online programme of study.

Throughout all year groups pupils learn about, 'Different Families' which does include lesbian, gay and bisexual couples and there is also work on gender identity which includes information about trans children and young people. Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupils development supporting them to develop healthy relationships, keep themselves safe and having factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow into hopefully happy, confident and responsible teenagers.

Parents and carers also play a vital role in talking to your child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at https://www.fpa.org.uk/rshe-for-parents/

Some aspects of this curriculum are delivered through the National Curriculum Science and some through the PSHE curriculum. Until September 2020, Parents / carers do have the right to withdraw your child(ren) from the relationships education curriculum but we would ask that you contact the school to further discuss any questions you may have. From September 2020 parents will be unable to withdraw children from the Relationships Education and Health Education. As a school we have decided to teach sex education in Year 6 which parents will still be able to withdraw their children from. Parents of children in Year 6 will be informed prior to these sessions and will have an opportunity to view the resources. If you would like to see the school's Relationships and Sex education policy, any of the teaching resources or have any further questions about this aspect of the curriculum please contact Sally Cowling.