

AYLSHAM LEARNING FEDERATION

RELATIONSHIP AND SEX EDUCATION POLICY BURE VALLEY SCHOOL

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Signed:

Chair

This policy covers our school's approach to Relationship and Sex Education.

It was produced and developed by the school's personal, social, and health education (PSHE) leader through a variety of consultation methods involving pupils, parents/carers, staff and governors. All views were taken into account when developing this policy and the relationships and sex education (RSE) programme. It will be reviewed every two years or in light of the introduction of relevant statutory guidance.

Parents will be informed about the policy through social media and the newsletter and it will be available through the school website at <http://www.burevalleyschool.org.uk/our-school/policies/>. A hard copy will be available in the school office.

Our school believes that all of children should have access to an excellent and inclusive learning community, in which all children, parents/carers, staff, governors and members of the wider community have mutual care and respect for each other. We believe that school should be a place where pupils and staff members are creative in their teaching and learning and challenge each other to achieve full potential in their academic, creative, personal, physical, moral and spiritual development. Our RSE curriculum will support all young people to stay safe and prepare for life in modern Britain.

We define Relationship and Sex education (RSE) at this age (7 to 11 years) as learning about the emotional, social and physical aspects of growing up i.e. puberty, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being (Sex Education Forum) at a timely and age-appropriate level.

Effective RSE contributes to Healthy Norfolk Schools Standards and makes a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed

decisions about their health and well-being and also enables the acquisition of knowledge needed to keep themselves safe from a safeguarding point of view.

Our programme aims to teach about:

- different types of relationships, including friendships, family relationships, dealing with strangers
- recognising, understanding and building healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- how to manage conflict
- how to recognise unhealthy relationships; how relationships may affect health and wellbeing, including mental health and healthy relationships and safety online
- the changes that will happen to their bodies and emotions as they go through puberty

It is the government's and Bure Valley School's ambition to support all young people to stay safe and prepare for life in modern Britain. With this in mind, our programme promotes the values of caring, stable and loving relationships, based upon respect, love and care.

Our teachers are provided with RSE training at least every 3 years to ensure that confident and trained professionals deliver it.

The outcomes of our programme, throughout the school, are that pupils will learn:

- to deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to recognise what constitutes a positive, healthy relationship. To develop the skills to develop and maintain positive and healthy relationships and friendships
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language, including that expressed about members of the LGBT community)
- refresh knowledge of names for the external genitalia (including clitoris). How their bodies will change as they approach and move through puberty
- that bacteria and viruses can affect their health and that following simple routines can reduce their spread
- that differences and similarities between people arise from a number of factors, including sex and sexual orientation
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- strategies for keeping physically and emotionally safe online, including the responsible use of social media, ICT and mobile phones
- the importance of protecting personal information, including passwords, addresses and images
- the concept of 'keeping something confidential or secret', when we should or should not agree to see this and when it is right to 'break a confidence' or 'share a secret'
- to recognise that their increasing independence brings increased responsibility to keep themselves and others safe. To recognise when and how to ask for help using basic techniques
- about people who are responsible for helping them stay healthy and safe, and ways that they can help these people
- about human reproduction including conception (through statutory science lessons)

- to recognise how images in the media do not always reflect reality, and can affect how people feel about themselves

We will involve pupils by annually taking stock of what their needs are regarding RSE to ensure that the programme is led by what the children require rather than what the teachers 'think' that the children need. We will also use circle time assemblies, pupil leaders and other strategies to explore pupil voice to seek views, gauge knowledge and assess the pupils' learning.

Assessment of their learning will also happen through the subject leader monitoring through feedback, book looks and pupil voice.

We are committed to working with parents and carers and offer support by providing an annual session to familiarise them with what is being taught, resources used and how they can support their children's learning.

We will notify the parents/carers when particular aspects of relationships and sex education will be taught through a letter home and social media.

Current legislation says that parents have the right to request that their child be excused from sex education that is not a part of the national curriculum for science. This will be communicated to the parents through this policy, the prospectus and through the annual RSE parent/carer session.

If it is the case that a parent/carer would like to ask for their child to be excused, the parent/carer should contact the head of school, Mr. Jamie Olney, in writing via the school office at Bure Valley School or via email using the address office@burevalley.norfolk.sch.uk.

If parents/carers choose to ask for their child to be excused from sex education, the school will provide support by ensuring that the pupil receives appropriate, purposeful education during the period of the sex education lesson.

In the process of promoting the values set out above, we will ensure that pupils are offered a balanced programme by providing one that is:

1. accurate and factual;
2. positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience (in accordance with The Equality Act 2010);
3. teaching the development of character skills to support healthy and safe relationships and ensure comfortable communication about these issues;
4. promoting a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
5. providing opportunities for reflection in order to nurture personal values based on mutual respect and care;
6. part of a spiral curriculum that is delivered in every year group of school, reflecting the age and level of the learner;
7. ensuring that children and young people are clearly informed of their rights such as how they can access confidential advice and help within the boundaries of safeguarding;
8. relevant and meets the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
9. delivered by competent and confident educators;

10. provided within a learning environment which is safe and empowering for everyone involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Other related policies and documents include the safeguarding (incorporating child protection) policy, science, computing, Personal, Social, Health and Education (PSHE) and anti-bullying policy, all of which can be found on the school website at <http://www.burevalleyschool.org.uk/our-school/policies/>.

This programme will be led by the subject leader for PSHE, taught by the teaching staff, senior leadership team and supported by the support staff and wider school community including local external health agencies.