



SAND
ACADEMIES TRUST

Battledown Centre for Children and Families
A Specialist Early Years Centre

Sex and Relationship Education Policy

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
 - Developing Children's Behaviour,
 - Whistleblowing and Code of Conduct
 - Complaints
 - Health and safety
 - E Safety
 - Equality
 - Curriculum
 - SEND

Date of Policy:

October 2020

Review Date:

November 2021

Signed:

Chair of Governors

Date:

Developing the RSE Policy and Statutory Requirements

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader age related PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe ; keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer tolerance, risk management, resilience and decision making.

The content of the policy and curriculum have been brought in to line with the new DfE requirements for Primary Relationships Education, a statutory requirement from September 2020. It has been written in consultation with the Headteacher, Governors and staff. Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

If a parent wishes to withdraw their child from sex education beyond the National Curriculum for science (which includes content such as the main external body parts as it grows from birth to old age, including puberty) we would welcome any discussion.

The policy will be available to read on our school website and a hard copy will be available, on request, at the school office.

What is RSE

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health.

RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships and which will help them go in in life to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE at Battledown will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and and relationships with other children and with adults in all contexts including online.

Under DfE guidance, the teaching of Relationship Education has been divided into five sections:

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

Why RSE?

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like. It can create safe school communities where pupils can grow, learn and develop positive, healthy behaviour for life.

Keeping Children Safe in Education (2020) sets out that all schools should ensure children are taught about safeguarding, including how to say safe online. At Battledown as children move up the school, this may include covering relevant issues through Relationships Education (2020) and through PSHE lessons, where the focus is on keeping children safe.

Purpose

The delivery of relationship and sex education at the school will take account of the diverse needs of the pupils. The relationship and sex curriculum will need differentiation and careful planning to meet the needs of pupils. Particular attention will need to be given to pupils with communication difficulties and pupils with autism. Pupils with autism may have difficulties with relationships in general.

Equal opportunities

The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs. We will take account of:

- The fact that our pupils have Special educational needs, some with emotional, behavioural or physical disabilities.
- Ethnic and cultural diversity where there may be different attitudes to RSE.
- Varying home backgrounds
- Sexuality - we will endeavour that each child is seen as an individual and work towards creating a gender-neutral environment.

A Whole School Approach and delivery

All teaching staff are involved in the School's RSE provision and will play an important pastoral role by offering support to pupils. Please refer to the school curriculum document.

An age related RSE approach may be taught through a varied range of activities which promotes dialogue and understanding these include:

- Active teaching and learning
- Card sorting
- Friendship groups
- Role play
- Topics
- Story time
- Circle time
- Planned aspects of science
- Social Use of Language Programme (SULP) groups
- Assembly/Together time
- Celebration Assemblies

Purpose

We endeavour to provide an environment whereby children feel nurtured but also learn resilience and where they persevere with challenges and start to believe they can achieve and understand self-worth. Our weekly, Celebration of Learning Assembly celebrates such achievements.

In order to nurture a healthy, positive attitude to RSE we aim to teach our pupils:

- About Friendship
- Respect for others, even when they are very different from them
- Taking turns
- How to treat others with kindness
- How to share
- The importance of honesty and truthfulness
- The concept of personal privacy
- Allowing others their personal space
- Understanding boundaries in friendships with peers
- Understanding and looking at their own emotions and those of others and how to manage their emotions
- The differences between appropriate and inappropriate or unsafe physical and other contact
- About family relationships, understanding the features of relationships likely to lead to happiness and security.
- Understanding boundaries in friendships with peers and also in families
- About positive emotional and mental wellbeing
- To develop an appreciation of the consequences of choices made

As children move further up the school we aim to teach our pupils:

- About making sensible decisions to stay safe (including online) and how to avoid exploitation. Due to the complex needs of our children this is delivered through parents.
- Know and understand that they have control over their actions and bodies
- Recognise the pressure of unwanted physical contact and know ways of resisting it
- To be able to recognise and compare the main external/internal parts of male and female human bodies
- Know about the physical changes that take place at puberty, why they happen and how to manage them
- Understand why it's important to know how to keep themselves clean
- Understand that safe routines can stop the spread of viruses
- Identify the adults they can trust and ask for help
- Be self-confident in a wide range of situations and recognise their own worth

The school has a Child Protection (Safeguarding) Policy which staff are required to read and acknowledge understanding.

Visitors and External Agencies

- External agencies may be invited to support the delivery of RSE. These include: the school nurse and the police.

- External agencies and Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff.

Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leaders. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on a going basis.