



**BPET Relationships and Sex Education Policy
Braywick Court School**

Signed:	
Local Advisory Board:	Ann Jensen East
Approved:	April 2021
Review Period	2 years
Review Date:	April 23

Contents

1.0	Bellevue Place Education Trust – Our commitment	3
2.0	Rationale	3
3.0	Scope	4
4.0	Aims.....	4
5.0	Parents and Carers.....	5
6.0	Management of SRE.....	5
7.0	FAQ.....	5
8.0	Review.....	6
9.0	Approval by the Local Advisory Board	6

1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

Curriculum Definitions

Sex Education is tailored to the age, physical and emotional maturity of our students. Our curriculum ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

PSHE stands for Personal, Social, Health and Economic education. It aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives. The three core themes are: Health and Wellbeing, Relationships and Living in the Wider World: economic wellbeing and being a responsible citizen.

Health Education encompasses teaching the characteristics of good physical health and mental wellbeing. We teach that mental wellbeing is a normal part of daily life, in the same way as physical health. Other areas covered by the end of primary school are: internet safety and harm, healthy eating, drugs, alcohol, tobacco and first aid.

Relationships Education teaches students the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Science Curriculum teaches knowledge and conceptual understanding through the disciplines of biology, chemistry and physics. Students are taught to develop an understanding of nature, scientific processes and the world around them. The aim is to equip them with the scientific knowledge required to understand the uses and implications of science today and for the future.

2.0 Rationale

BPET understands that there is a statutory requirement for us to have in place for each school a Relationships and Sex Education Policy and this document fulfils that requirement.

BPET believes that effective Relationships and Sex Education (RSE) is essential if our pupils are to make responsible and well-informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

RSE is taught in the second part of the summer term and for each year group is a minimum of 3 lessons. It is supplemented by science and other subjects within our taught curriculum throughout the academic year.

We will ensure that the approach we take is age-related in order to meet the needs of our children and young people as they grow and mature.

3.0 Scope

Relationship and Sex Education is part of the early stages of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

Our teaching of relationship and sex education is applicable to all sexual orientations and will include teaching aspects of sex and sexual health. We will help pupils to be understanding and tolerant of differences and similarities between people that arise from a number of factors, including cultural, ethnic, racial and religious diversity, family type, gender and disability. RSE seeks to enable young people to feel positive about themselves, to manage relationships and access the infrastructure of support available via teachers and other appropriate adults.

4.0 Aims

We will provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health in the future.

We will achieve this aim by having three main elements to our programme as outlined in 'Sex and Relationship and Sex Education and Health Education' guidance previously published by the Department of Education:

Attitudes and Values

- learning to care about other people and being sensitive towards their needs and views
- learning the importance of values, and individual conscience and moral considerations
- accepting the differences between people and learning not to exploit them
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships
- learning to take responsibility for one's actions in all situations
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, aspects of sexual health, emotions and relationships

We believe that RSE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

5.0 Parents and Carers

Each school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Interested parents/carers will be invited to discuss the RSE programme and to view the teaching materials and resources that will be used.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, can and should discuss their feelings with the school. The designated leader for RSE is Miss Jem Gerlis.

Parents have the right to withdraw their children from all or part of those aspects of the Sex Education programme. If parents have any concerns or queries about the RSE curriculum they should contact their child's class teacher in the first instance. If necessary, alternative arrangements will be made for individual pupils, but it is hoped that this will not be the case.

The science curriculum, which covers content such as: naming main external body parts, changes to the human body from birth to old age (including puberty), reproduction and life cycles in some plants and animals. This curriculum is compulsory for all pupils.

The PSHE curriculum covers healthy relationships, personal hygiene, personal safety and online safety is also compulsory for all pupils.

6.0 Management of RSE

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes within PSHE and science plus specific age related sessions. Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying English Literature) where it is not the main focus of the lesson.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when pupils are taught in separate gender groups.

The intention is for all our pupils to achieve the age-related learning outcomes recommended by Ofsted in their report entitled 'Sex and Relationships'.

Visitors may be invited to deliver aspects of the RSE programme, where this happens we will ensure that all safeguarding requirements are met. Visitors will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

7.0 FAQ

How will we deal with difficult questions?

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers
- if a child makes a disclosure that causes the teacher concern then they must follow child protection procedures set out in the relevant policy.

Is puberty covered by RSE?

Boys and girls need to be prepared for puberty before they reach this developmental stage. At BPET schools we teach about puberty and the need for extra care with personal hygiene mainly in whole class groups but in Upper Key Stage 2 pupils do separate into two groups (boys and girls) for some additional sessions.

If parents have concerns about their child participating in a single sex group labelled by gender they should contact their child's class teacher to discuss this further.

How do we educate pupils about menstruation?

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls. We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for pupils that require it (e.g. requests for sanitary protection will be dealt with sensitively in the relevant school office).

Do we teach about contraception and sexually transmitted diseases?

This is not part of the KS1 or KS2 curriculum and will not be taught in primary school. This will be covered in more detail in KS3.

How do we teach about single sex relationships?

The focus of our curriculum is to educate pupils about healthy, safe and meaningful relationships, regardless of gender. The concept of legal marriage is taught in all forms through our PSHE and relationships curriculum.

8.0 RSE at Braywick Court School

RSE lessons will be taught during the second part of the summer term from EYFS up to Year 6 and will follow the Christopher Winter Project (CWP) schemes of work 'Teaching SRE with Confidence in Primary Schools'. This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association. This scheme is intended as starting point for teaching and a catalyst for further discussion. Teachers will plan content to meet the specific needs of their cohort.

The links between science and RSE have been established and the science curriculum will run alongside the RSE topics. The PSHE elements are continuously taught throughout the year and are delivered through assemblies, circle time and Philosophy for Children sessions.

8.0 Review

This policy will be reviewed every two years.

9.0 Approval by the Local Advisory Board

This policy has been formally approved and adopted by the Local Advisory Board