



# BURNHAM MARKET PRIMARY SCHOOL

## Relationship & Sex Education Policy

Approval

Inspected and approved by Full Governing Body on:

Date: 3<sup>rd</sup> October 2022

Signed by:

C. Beek - Chair of The Local Advisory Board

Review Date: 3<sup>rd</sup> October 2025

## RSE Policy

September 2022

Subject Leader: Jennifer Clarke

This relationships and sex education policy covers Burnham Market Primary School's approach to teaching relationships and sex education (RSE).

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and other, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet government guidance and The Equalities act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered.

Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular topics.

## EYFS and KS1 RSE

### Overview

	Reception	Year 1	Year 2
A1	<u>My Feelings</u> Identify comfortable and uncomfortable feelings. Describe your feelings. Manage uncomfortable feelings.	<u>My Feelings</u> Describe my feelings. Understand that people react differently to their feelings. Know that all feelings are OK, but some behaviours are not.	<u>My Feelings</u> Consider your self-esteem. Recognise and celebrate your strengths. Set a goal for yourself.
A2	<u>My Body</u> Identify ways to keep clean Know when it is important to wash your hands. Know how to wash your hands.	<u>My Body</u> Correctly name the main parts of the body. Name the private parts of the body that boys have. Name the private parts of the body that girls have.	<u>My Body</u> Know how a baby grows. Know how you have grown and changed. Know how you might change as you grow older.
Sp1	<u>My Relationships</u> Know that there are some ways that people can be the same as each other. Know that there are some ways that people can be different to each other. Know that everyone should be OK to be themselves.	<u>My Relationships</u> Actively listen to other people. Think about ways of communicating effectively. Consider ways to resolve disagreements through negotiation.	<u>My Relationships</u> Know what bullying is. Consider how bullying can make someone feel. Know what to do if I am bullied or I see someone else being bullied.
Sp2	<u>My Beliefs</u> Think about things that you like. Think about things that you dislike. Consider how to make a difficult choice, listening to other people's opinions.	<u>My Beliefs</u> Know you are the same as other people in some ways. Know you are different to other people in some ways. Celebrate the similarities and differences that people have.	<u>My Beliefs</u> Know that you are uniquely special. Know that there are lots of different types of families. Know you do not feel under pressure to be different to who you are.

Su1	<u>My Rights and Responsibilities</u> Know what private means. Know that some things are done in private. Know that other people need to be private sometimes.	<u>My Rights and Responsibilities</u> Know some ways that diseases are spread. Know some ways that you can protect yourself from diseases. Know some ways that you can protect others from diseases.	<u>My Rights and Responsibilities</u> Know that there are different types of touch. Understand that people need personal space. Understand that some touches are unsafe and know how to respond to these.
Su2	<u>Asking for Help</u> Know the people who are special to you. Know what makes people special to each other. Know how special people look after each other.	<u>Asking for Help</u> Know the people that can help look after you. Identify people you can ask for help. Know you can ask for help if you need to.	<u>Asking for Help</u> Know what a secret is. Know what a surprise is. Know you can tell someone if you are asked to keep something secret that makes you feel uncomfortable, worried or afraid.

### KS2 RSE Overview

	Year 3	Year 4	Year 5	Year 6
A1	<u>My Feelings</u> To understand the term self-esteem and know why it is important to have high self-esteem. To recognise some of your strengths. To set aspirational personal goals.	<u>My Feelings</u> Recognise a wide range of emotions, and identify factors that affect emotions. Consider strategies to help manage emotions. Think about ways to recognise and respond to others emotions.	<u>My Feelings</u> Understand how puberty may affect your emotions. Consider how your changing emotions may affect you. Know how to respond to overwhelming emotions.	<u>My Feelings</u> Recognise that images in the media, including online do not always reflect reality. Understand that the unrealistic media images of the body can have a negative impact on hoe people feel about themselves. Consider ways to feel positive about yourself and celebrate your body.
A2	<u>My Body</u> To understand how our body might change as I grow and develop. To celebrate everybody's physical uniqueness. To know how to keep your body clean and hygienic.	<u>My Body</u> Know how a baby develops. Know how a baby is born. Know how my body has changed and how it might in the future.	<u>My Body</u> Know how the male body can be affected by puberty. Know how the female body can be affected by puberty. Think about how these body changes might make people feel about themselves.	<u>My Body</u> Name the sexual organs of a man and a woman. Know how a man and a woman have sexual intercourse. Understand how sexual intercourse can lead to reproduction.

Sp1	<p><u>My Relationships</u></p> <p>To know what a relationship is and the different types of relationships that people enjoy.</p> <p>To identify the different types of relationships that you are in.</p> <p>Consider ways people show that they care for each other within a relationship.</p>	<p><u>My Relationships</u></p> <p>Recognise that some things can be done in public and some things should only be done in private.</p> <p>Think about different types of touch within relationships and how to respond.</p> <p>Think about types of behaviours within relationships and how to respond.</p>	<p><u>My Relationships</u></p> <p>Identify the relationships you are in.</p> <p>Recognise healthy and unhealthy relationships, and how these can make you feel.</p> <p>Recognise the skills to respond to an unhealthy relationship.</p>	<p><u>My Relationships</u></p> <p>Know the correct terms to describe gender and sexuality.</p> <p>Know that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying.</p> <p>Consider appropriate ways to communicate about gender and sexuality.</p>
Sp2	<p><u>My Beliefs</u> Identify that there are ways in which some people believe that a boy should behave, and a girl should behave.</p> <p>Recognise that girls and boys have lots of similarities.</p> <p>Know that you can follow your aspirations, irrespective of the gender that you were born.</p>	<p><u>My Beliefs</u></p> <p>Know everyone is both similar and different to others.</p> <p>Think about your family and how it is unique and special to you.</p> <p>Identify some of things that make you who you are and can celebrate these.</p>	<p><u>My Beliefs</u></p> <p>Know the terms associated with gender identity and sexual orientation.</p> <p>Know that using the terms to bully someone is unacceptable.</p> <p>Consider ways to respond to identity bullying.</p>	<p><u>My Beliefs</u> Know that cultural practice of female genital mutilation is against British law.</p> <p>Know that female genital mutilation constitutes abuse and is a crime.</p> <p>Know how to support a friend who you are worried might be at risk of female genital mutilation.</p>
Su1	<p><u>My Rights and Responsibilities</u> To know it is your right to decide who can touch your body.</p> <p>Think about the reasons why some people may need to touch my body.</p> <p>To know how to respond if someone touches your body without your permission.</p>	<p><u>My Rights and Responsibilities</u> Understand what marriage is and why this is something special between two people.</p> <p>Explore reasons why some people choose not to get married. Know that marriage should always be a choice.</p>	<p><u>My Rights and Responsibilities</u></p> <p>Identify personal information that is shared online.</p> <p>Understand how quickly personal information and photographs can be shared online.</p> <p>Know that you have responsibilities not to share your own or other people's photographs online.</p>	<p><u>My Rights and Responsibilities</u></p> <p>Know that infections can be shared during sexual intercourse.</p> <p>Be aware that infections spread easily, and to lots of people.</p> <p>Know a condom can help reduce the spread of infections.</p>

Su2	<p><u>Asking for Help</u></p> <p>Identify a secret and a surprise, understanding the difference. Know that is OK to keep a surprise and that it is important to share a secret. Consider ways of sharing a secret appropriately.</p>	<p><u>Asking for Help</u></p> <p>Recognise situations that you will need help to manage. Know who you can ask for help. Practice asking for help.</p>	<p><u>Asking for Help</u></p> <p>Know that the internet can contain images and information that I find upsetting. Understand that people can be upset by different things. To feel confident to talk to a trusted adult about something that you found online that makes you feel upset.</p>	<p><u>Asking for Help</u></p> <p>Consider a range of problems that may affect people of your age. Identify different sources of help, advice and support for a range of problems. Feel confident to ask for help and to help other people to ask for help if needed.</p>
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The RSE programme will be led by *Jennifer Clarke* and taught by class teachers and teaching assistants. All staff involved in the delivery of RSE have received training ensuring pupils are taught with consistent approaches to RSE throughout their time at Burnham Market Primary School.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentation etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoid pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Burnham Markey Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a consultation between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on



RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.