

RELATIONSHIP AND SEX EDUCATION POLICY



Statement of Principles

Relationship and Sex Education at Colston Bassett School will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

At Colston Bassett School we aim to ensure that the curriculum on relationships and on sex will complement, and be supported by, the school's wider policies on **behaviour, inclusion, respect for equality and diversity, bullying** and **safeguarding**. The subjects will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about **mental health** within health education. The curriculum on health education will similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and meals.

Colston Bassett School will aim to support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The curriculum will proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This should be in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

Regulations

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes:

- Pupil referral units
- Maintained special schools
- Special academies
- Non-maintained special schools

All schools, except independent schools, must make provision for Health Education.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into:

- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015

The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education. They require schools to have regard to that guidance and make a statement of policy on their provision of Relationships Education and RSE. They also set out the circumstances in which a pupil is to be excused from RSE.

The regulations and guidance in relation to Health Education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

The National Curriculum

Relationships Education, RSE and Health Education complement several National Curriculum subjects. Colston Bassett School will look for opportunities to draw links between the subjects and integrate teaching where appropriate.

At Key Stages 1 and 2, the National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The National Curriculum for Computing aims to cover E-Safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. Colston Bassett Sports Leaders and our dedicated team of sport teachers ensures thorough coverage in this area.

Colston Bassett School will consider how we can ensure that Relationships Education, RSE and Health Education complement existing National Curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can complement all of the new subjects in the coverage of law. We aim to tailor the curriculum to meet the needs of our pupils.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other. Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; e.g, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This will be achieved by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. We will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary

FAMILIES AND PEOPLE WHO CARE FOR ME

Pupils should know:

- That families are important for children growing up because they can give love, security and stability;

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

CARING FRIENDSHIPS

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends;
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

RESPECTFUL RELATIONSHIPS

Pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;
- Practical steps they can take in a range of different contexts to improve or support respectful relationships;
- The conventions of courtesy and manners;
- The importance of self-respect and how this links to their own happiness;
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;

- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;
- What a stereotype is, and how stereotypes can be unfair, negative or destructive;
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not;
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous;
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them;
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;
- How information and data is shared and used online.

BEING SAFE

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- How to recognise and report feelings of being unsafe or feeling bad about any adult;
- How to ask for advice or help for themselves or others, and to keep trying until they are heard;
- How to report concerns or abuse, and the vocabulary and confidence needed to do so;
- Where to get advice, for example family, school or other sources.

MANAGING DIFFICULT QUESTIONS

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Each child will be treated individually, with respect and in line with our **Child Protection Policy to Safeguard and Promote the Welfare of Children**. Teaching methods will take account of differences and the potential for discussion on a one-to-one basis or in small groups. The teacher will consider what is appropriate and inappropriate in a whole-class setting, as answering questions are better not dealt with in front of a whole class.

SEX EDUCATION (PRIMARY)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary school. Colston Bassett School has a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and draws on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born.

Colston Bassett School will consult parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

If we choose to teach sex education, we will allow parents a right to withdraw their children – the right to withdraw.

Flexibility

Colston Bassett School will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people and which is developed in consultation with parents and the local community. We will comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum with specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility allows Colston Bassett school to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections). DAaRT (Drug, Alcohol and Resilience Training) is also used to compliment the delivery of the curriculum.

Safeguarding, reports of abuse and confidentiality

Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This will include processes when they have a concern about a friend or peer. KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. The Designated Safeguarding Lead and Head Teacher **Caroline Newcombe** or **Charles Oldershaw** will be involved in anything that is safeguarding-related in the context of these subjects.

Where children may raise topics including self-harm and suicide, we must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, we will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. PSHCE's [Teacher Guidance: preparing to teach about mental health and emotional wellbeing](#) provides useful support for teachers in handling this material.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.