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# Sir William Burrough School

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## Relationships and Sex Education Policy

### Introduction

This policy has been created in accordance with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\) statutory guidance](#) as provided by the Department for Education. Relationships Education at Sir William Burrough is delivered as part of our PSHE curriculum which can be accessed [here](#). In accordance with the statutory guidance, children will learn the following:

### Families and people who care for me

- 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

- 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

- 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

- 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

- 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

### Sex Education

Sex Education is not compulsory in Primary Schools under the statutory guidance. Within our PSHE curriculum, we teach the children how to keep themselves safe in their personal and online relationships. Our science curriculum contains content in related areas, such as the human body from birth to old age, reproduction in plants and animals, the life cycles of living things, evolution and inheritance.

We consider that it is important that we support children's ongoing emotional and physical development at the transition phase before moving onto secondary school. We ensure that both boys and girls are prepared for the changes that adolescence brings, drawing on the knowledge of the human life cycle from the National Curriculum for Science to explain the physical and emotional changes that they may be experiencing.

In the event that a lesson is planned which would go beyond the expectations of the National Curriculum for Science and the statutory guidance for Relationships Education, parents will be informed in advance and have the right to withdraw their child from that lesson. Any such lesson would only be planned for children in Year 5 or 6.

### Dealing with Sensitive Issues

Teachers will use their professional judgement when addressing sensitive issues and will answer questions honestly, but with due regard given to the nature of the question and the age and maturity of the questioner. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care. However, given that children are able to access information online which may be inappropriate, teachers will endeavour to answer questions as they feel is appropriate and necessary. Teachers will also make the judgement as to whether a question should be addressed in a whole-class situation, with a small group of children or on an individual basis. The needs of children with Special Needs and Disabilities will be given due consideration. In some cases, it may be inappropriate for the teacher to respond to a specific question, and the pupil will be referred to his/her parents or carers if appropriate.

Signed (Chair of Governors) \_\_\_\_\_

Date: June 2021

Reviewed every two years