



BOURNMOOR PRIMARY SCHOOL
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Dear Parents and Carers,

Relationships and Sex Education in School

We believe that effective Relationship and Sex Education is essential if young people are to make responsible and well-informed decisions about their lives. It is intended to help young people to learn to respect themselves and others and be able to move with confidence from childhood through adolescence into adulthood. The teaching of RSE is a legal requirement for all schools. With the support of staff and governors, our school reviews the provision for educating children about *Relationships and Sex Education* (RSE) in order to link to the National Curriculum.

We have incorporated our RSE programme into the existing Personal Social and Health Education provision (PSHE) and this works alongside our on-line safety. This curriculum is taught throughout the school, in an age- appropriate and structured manner (see page below for the overview). The programme of Relationship and Sex Education is for Foundation Stage, KS1 and KS2 children and is entitled 'Lucinda and Godfrey'. It is based on two characters, Lucinda and Godfrey who begin nursery school together. The scheme follows the characters through their primary school years growing and changing with them.

The scheme has been designed to be age appropriate from Early Years Foundation Stage, through Key Stage 1 and 2 and covers friendships and relationships, hygiene, labelling body parts, puberty and other topics in line with the National Curriculum for PSHE and follows your child through the school. An overview of the Lucinda and Godfrey programme is included with this letter. A health professional will support the teaching of the programme in Year 5 and 6 to explore the more personal and sensitive issues covered in these year groups.

If any parent would like to view the Lucinda and Godfrey resources which will be used this term by the teaching staff and the RSE delivery team please contact the school office. Included in this letter is the RSE Policy and also the overview for this age appropriate scheme to give an outline of what is taught (final page).

Although the teaching of RSE is a legal requirement for all schools, parents reserve the right to withdraw their child /children from all or part of the learning. If you have any concerns about your child taking part in these lessons, please contact me and I will be more than happy to discuss them with you. If you choose to withdraw your child please note that their teachers cannot prevent your child hearing about the learning from their peers which may lead to misconceptions. I am sure you agree that this is a very important area of education for our children and having a greater understanding will help them make better choices for their future. Thank you for your continued support and please contact the Headteacher if you have any comments you would like to share regarding RSE in our school.

Yours sincerely,

L A Snowdon

Mrs L Snowdon (Headteacher)



Bournmoor Primary School

Policy for Relationships and Sex Education

1. This policy was developed in response to Relationship and Sex Education Guidance DfES and National Healthy Schools Programme.

2 The Consultation Process Involves:

- Review of RSE curriculum content with staff
- Consultation with school nurse
- Consultation with school governors

3. What Is Sex and Relationship Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

4. Principles and Values

In addition, Bournmoor Primary School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all young people
- encourage every student to contribute to make our community and aims to support each individual as they grow and learn
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents are the key people in teaching their children about sex, relationships and growing up
- we aim to work in partnership with parents and students, consulting them about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with health and education professionals

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower children with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages
- learning about reproduction, human sexuality, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

5. Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical and moral dimensions of sexual health. Our RSE programme aims to prepare children for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop age appropriate awareness of their sexuality and understand human sexuality
- challenge sexism, homophobia and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- be equipped with age/stage appropriate information

Bournmoor Primary School specifically delivers Sex and Relationship Education through its PSHE Programme, on-line safety work, RE and Science.

Much of the Sex and Relationship Education takes place within PSHE lessons and focuses on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Y5 and Y6 in Science and through presentation by the school nurse. Children have the opportunity to talk in single sex groups with the school nurse and have appropriate questions answered.

The PSHE Programme and Science National Curriculum are taught in every year.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

7. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different groups and be mindful of the 2010 Equality Act to protect against discrimination or unfair treatment. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We encourage parents /carers to discuss any concerns with the Headteacher.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns or decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses for example the Lucinda and Godfrey Scheme.

9. Confidentiality and Safeguarding

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to Social Care Direct identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented including detailed reasons why decisions were made not to share information. Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with the Durham LSCB protection procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

10. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Governor's Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, support and staff development, curriculum and CPD and delivery.



Early Years Foundation Stage – We are all different

- To realise that each and every one of us is a unique and special person.
- To understand and accept similarities and differences between people.
- To appreciate the similarities and differences between boys and girls, including the correct names of body parts.
- To recognise what a friend is and things that friends share.

Year 1 – Exploring Friendship and Trust

- To understand the qualities needed to be a good friend.
- To recognise that a problem can be dealt with by talking.
- To identify the key qualities of a good friend.
- To understand how to be a friend to others.

Year 2 – The Smell Monster

- To be able to describe feelings and recognise how these can be changed.
- To be able to relate feelings to actions and to realise the consequences of not keeping clean.
- To know and describe how to keep clean.

Year 3 – Your Feelings, Your Choice

- To recognise negative feelings and how to respond.
- To understand how to deal with negative feelings.
- To be able to offer help and advice to people in difficult situations.
- To develop the skills needed to deal with different situations themselves.

Year 4 – Keeping Safe

- To consider the implications of a decision.
- To understand the need for rules.
- To be aware of dangerous situations and to recognise how to minimise personal risk.
- To understand how human responsibilities change.

Year 5 – Growing and Changing (Delivered alongside health professional, e.g. the school nurse)

- To recognise ways of staying healthy, physically and mentally.
- To understand how to deal with negative feelings.
- To be able to offer help and advice to people in difficult situations.
- To develop the skills needed to deal with different situations themselves.

Year 6 – Growing and Changing – Puberty (Delivered alongside health professional, e.g. the school nurse)

- To know how and why puberty changes occur.
- To recognise a wide variety of changes.
- To be aware that not all information is accurate and to be confident to question.
- To produce a magazine about puberty, growing up and relationships.