

Relationships and Sex Education Policy

Bramcote Hills Primary School

September 2020



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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	17
Appendix 3: Parent form: withdrawal from sex education within RSE	19

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

RSE at Bramcote Hills Primary School is underpinned by our *Ethos, Values & Beliefs* which are as follows:

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation.
- We believe in having high standards.
- We believe in developing and knowing children as individuals. We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability.
- We believe in being inclusive so that all children can thrive.
- We believe in working in partnership with our community and other schools.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

It is not statutory to provide sex education, however, it is recommended that all schools do so and we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Bramcote Hills Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Parent/ carers consultation – parents were given an outline of current RSE curriculum and invited to respond/ comment on the current provision via a questionnaire.
3. Governors consultation - Governors were informed of the curriculum and policy review and the link governor met with the working party to discuss parent responses to the questionnaire and the next steps of the working group.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social and health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions. These are usually delivered by their class teacher, who knows the children well, but other teachers and teaching assistants may be involved in these sessions. A trained health professional may deliver some sessions, particularly for older pupils.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All teaching staff are responsible for teaching RSE at Bramcote Hills Primary School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PHSE Subject Leader through:

- planning scrutinies,
- learning walks
- work scrutinies
- pupil interviews
- lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PHSE subject leader every two years. At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	Autumn 1	<p>Health and well-being: Internet Safety - E-Safety Emotions – Mood Swings</p> <p>Relationships: Feelings - How I Feel Responses - You and Me</p> <p>Living in the wider world: Our Local Area Local Citizenship - Community Care</p>	3D PSHE scheme
	Autumn 2	<p>Health and well-being: Happiness - Smile!</p> <p>Relationships: Fair and Unfair Comparisons Right and Wrong Bullying Unkindness - Blame Game</p>	3D PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	<p>Health and well-being: Washing Hands Keeping Clean - Bath-time Skin</p> <p>Living in the wider world: Belonging</p> <p>Relationships: Family - My Family, special people</p>	3D PSHE scheme
	Spring 2	<p>Relationships: Behaviour - + and – Behaviour - Help Me! Behaviour - In My Shoes Teasing Kindness - Give a Little</p>	3D PSHE scheme
	Summer 1	<p>Relationships: Co-operation – Negotiation</p> <p>Living in the wider world: Caring - Talking to Plants Our School - Common Goals</p>	3D PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	Health and well-being: Sun Safety Personal Safety Emotional Safety - Getting Help Changing Needs Growing Up - All Grown Up	3D PSHE scheme
2	Autumn 1	Health and well-being: Responsibility - Who's at fault? Living in the wider world: Rules / Expectations Relationships: Friendship	3D PSHE scheme
	Autumn 2	Health and well-being: Feelings: Happiness, anger, love	3D PSHE scheme
	Spring 1	Health and well-being: Sadness Consequences Aspirations	3D PSHE scheme
	Spring 2	Health and well-being: Healthy Eating Dental Hygiene Physical activity and exercise Relationships Co-operation	3D PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	Health and well-being: Road safety Drug safety	3D PSHE scheme
	Summer 2	Health and well-being: Similarities and Differences - Boys v Girls The Human Body - Body Bits Living in the wider world: Money- keeping money safe and using money well. Sex education: Life cycles Differences between males and females Growth of a baby in the womb	3D PSHE scheme 'All About Us: Living and Growing' (Channel 4 learning)
3	Autumn 1	Being Me In My World: Recognising worth and identify positive things and achievements. Setting personal goals Making responsible choices Rules- rights and responsibilities Caring about other people's feelings Understanding how actions affect other people	Jigsaw PSHE scheme
	Autumn 2	Celebrating Difference: Family differences Bullying Words and their consequences	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	Dreams & Goals: Challenges and successes Dreams and ambitions Obstacles to achievements Evaluating own learning process	Jigsaw PSHE scheme
	Spring 2	Healthy Me: Exercise Diet Drugs Emergency services Taking care of your body	Jigsaw PSHE scheme
	Summer 1	Relationships: Roles and responsibilities of family members- reflecting on male and female roles Friendship Online safety Showing appreciation to friends and family	Jigsaw PSHE scheme
	Summer 2	Changing Me: How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4	Autumn 1	Being Me In My World: Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter	Jigsaw PSHE scheme
	Autumn 2	Celebrating Difference: Judging by Appearances Understanding influences Understanding Bullying Problem-solving Celebrating Difference: how we look	Jigsaw PSHE scheme
	Spring 1	Dream and Goals: Overcoming Disappointment Achieving Goals	Jigsaw PSHE scheme
	Spring 2	Healthy Me: My Friends and Me Group Dynamics Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and Assertiveness	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	Relationships: Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Jigsaw PSHE scheme
	Summer 2	Changing Me: Being unique Having a baby Girls and puberty Confidence in change Accepting change Environmental change	Jigsaw PSHE scheme
5	Autumn 1	Being Me In My World: My Year Ahead Being a Citizen of My Country Responsibilities Rewards and Consequences Learning Charter	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	Celebrating Difference: Different cultures Racism Rumours and Name-calling Types of Bullying Does money matter? Celebrating Difference across the world	Jigsaw PSHE scheme
	Spring 1	Dreams & Goals: When I Grow up My Dream Job- Why I want it and the steps to get there Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support	Jigsaw PSHE scheme
	Spring 2	Healthy Me: Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	Relationships: Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Jigsaw PSHE scheme
	Summer 2	Changing Me: Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change	Jigsaw PSHE scheme
6	Autumn 1	Being Me In My World: Being a Global Citizen Our Learning Charter	Jigsaw PSHE scheme
	Autumn 2	Celebrating Difference: Am I Normal? Understanding differences Power Struggles Why Bully? Celebrating Differences	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	Dreams & Goals: Personal Learning Goals My Dream For the World Helping to Make a Difference- fundraising Recognising Our Achievements	Jigsaw PSHE scheme
	Spring 2	Healthy Me: Taking responsibility for my health and well-being Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure	Jigsaw PSHE scheme
	Summer 1	Relationships: Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety	Jigsaw PSHE scheme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	Changing Me: Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting	Jigsaw PSHE scheme

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	