

Relationship and Sex Education Policy

Brentnall Primary Academy



POLICY LEAD:
POLICY REVIEW DATE:



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Introduction

From September 2020, current regulations, and guidance from the Department of Education state that pupils receiving primary education must be taught Relationships Education, under the [Relationships Education, Relationships and Sex Education, and Health Education \(RSE\) \(England\) Regulations 2019](#).

At Brentnall Primary Academy, we acknowledge that for children to embrace the challenges of creating a happy and successful adult life, pupils need the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships. We understand that high quality and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and enable children to know how and when to ask for help.

We recognise that we have a responsibility under the [Equality Act 2010](#) to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change to meet the needs of pupils over time.

When teaching this area of the curriculum, we are aware that we must be mindful of and respectful to a wide variety of faith and cultural beliefs, but equally, it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include impartial, scientific, and information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, reproduction, and forced-marriage. All teaching will reflect the law as it applies to relationships, marriage, adoption, and care.

We acknowledge that all young people deserve the right to factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Relationship Education

The Department for Education defines relationships education as: *teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults.*

At Brentnall Primary Academy, we believe that relationship education helps children to develop the skills needed to recognise and manage healthy relationships both online and in the real world, recognise the differences and similarities between their peers and families, and understand that every human has the right to be respected and feel safe.

Relationship and Sex Education enables pupils to learn about:

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children.
- Forming and maintaining caring relationships.
- The characteristics of healthy and respectful relationships, including online.
- How relationships may affect physical and mental health and wellbeing, and how to ensure they are safe.

Defining Sex Education

Sex education is **not** compulsory in primary schools however the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and maturity of their pupils.

At Brentnall, relationships and sex education RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. We feel that it is important as it equips pupils with the information and skills they need to form healthy, safe, and fulfilling relationships with family, friends, partners, and themselves. We also want to ensure that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled, and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

The aims of Relationships and Sex Education (RSE) at our school is to:

- Provide a consistent standard of relations, sex, and health education across the school.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Give pupils an understanding of reproduction and sexual development.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary RSE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

We will only use teaching materials that are appropriate to the age and the religious background of our pupils, ensuring that they are rooted in morality and values to prepare children to be able to view relationships responsibly.

How our policy was formulated

Our Relationships and Sex Education policy has been developed by a working party of staff, considering government guidance and best practice shared by English National Healthy Schools. Our policy has also been shared with parents and governors.

The policy and the RSE curriculum will be regularly reviewed to evaluate its effectiveness and relevance to our cohort of children; school will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities.

This policy will be available on the school website and a free copy can be requested at the school office.

Parental and staff involvement regarding the policy

We recognise that parents and carers are the primary providers of RSE for their children. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils. The RSE curriculum can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Our RSE curriculum is designed to support and complement this. We aim to build a

positive and supportive relationship with parents and carers through mutual understanding, trust, and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice.
- Provide opportunities to view lesson plans and resources used in the RSE programme.
- Answer any questions that parents may have about RSE for their child.
- Take seriously any issues or concerns that parents raise.

Sex Education

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

Sex Education will be taught in Year 6 in the Summer Term (Summer 2) using the Healthy Schools Programme. Children are taught to:

- Define the term reproduction.
- Label the male and female body parts associated with conception and pregnancy.
- Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.
- Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female).
- Describe what pregnancy is, where it occurs and how long it takes in a human.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults.

Parental right to withdraw children

We believe that all the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. We will automatically grant requests to withdraw a child from any sex education other than the science curriculum.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the [Department of Education RSE Guidance](#) if further information is required.

Staff Training

Staff will take part in termly RSE training

Delivery of RSE

RSE will be taught within the PSHE curriculum and will be delivered in an age appropriate and sensitive manner by class teachers. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

Dealing with sensitive issues and questions:

We are aware that children will have many questions and we want to create an environment where children feel safe and relaxed, and where they feel confident to engage in discussions about sensitive subjects.

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. Teachers will answer questions, openly, honestly, scientifically, and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Monitoring & Evaluation:

School Leaders will work with the subject lead to monitor the provision of RSE across the school. This will include learning walks, CPD, pupil voice and book monitoring. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding. Additional resources can be used to help differentiate RSE content for children with special educational needs.

Complaints

Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

Programme of Study for RSE:

Relationships and Sex Education	
Year Group	Curriculum Content
EYFS (N & R)	<ul style="list-style-type: none"> To understand that all families are different. To understand that my friends can like different things to me and know that we can still be friends. To learn to recognise what is fair and unfair, kind, and unkind, what is right and wrong. The conventions of courtesy and manners.
Year 1	<ul style="list-style-type: none"> To learn about the people in my life that care for me and love me. To learn about the similarities and differences between themselves and other people. To learn about the similarities between boys and girls.
Year 2	<ul style="list-style-type: none"> To learn about what parts of our bodies are private. To learn about the body and the human life cycle. To learn about what we mean when use words such as fair, unfair, kind, and unkind.
Year 3	<ul style="list-style-type: none"> To learn about what is meant by personal space. To learn about what a healthy relationship looks like and what skills are required to maintain a relationship. To learn about the importance of equality.
Year 4	<ul style="list-style-type: none"> To learn about the importance of diversity and celebrating difference. To learn about the roles played by boys and girls. To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.
Year 5	<ul style="list-style-type: none"> To learn about puberty and what it means for me. To learn about the different relationships in my life. To learn about unwanted touch and where to find support if I need it.
Year 6	<ul style="list-style-type: none"> To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future. To learn about how a loving relationship might result in marriage and what is meant by 'forced marriage'. To learn about reproduction.

Curriculum Content:

Relationships Education

At Brentnall Primary Academy, Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. This will be guided by the Healthy Schools programme where the topic of relationships will be repeated in a developmental programme to enable children to build upon their prior learning. Relationship Education will be taught in the Summer Term, the last half term of the academic year.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children will learn:

- 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, may 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

Children will learn:

- 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 physically or verbally aggressive behaviour 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

Children will learn:

- 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 granting in relationships with friends, peers, and adults.

Online relationships

Children will learn:

- 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

Children will learn:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Understand 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 and others.
- 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.

Mental Wellbeing

<p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That mental wellbeing is a normal part of daily life, in the same way as physical health. ▪ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. ▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ▪ Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. ▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). ▪ It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
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Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ About the benefits of balancing time spent on and offline, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ▪ Why social media, some computer games and online gaming, for example, are age restricted. ▪ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. ▪ The risks associated with an inactive lifestyle (including obesity). ▪ How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories, and nutritional content). ▪ The principles of planning and preparing a range of healthy meals. ▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. ▪ The facts and science relating to allergies, immunisation and vaccination.

Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none">▪ How to make a clear and efficient call to emergency services if necessary.▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none">▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.▪ About menstrual wellbeing including the key facts about the menstrual cycle.