



Bradshaw Hall Primary School

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Vernon Close,  
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**REALTIONSHIPS AND SEX EDUCATION POLICY (RSE)**

# **Bradshaw Hall Primary School**

## **Relationships and Sex Education Policy (RSE)**

### **1. Introduction**

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Bradshaw Hall Primary School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

We passionately believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

#### **We aim to achieve this by:**

- Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBTQ+ parents, adoptive parents, foster parents/carers amongst other structures.
- Providing our pupils with Relationships and Sex Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSE.

•Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships and Sex education where appropriate.

## **2. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

**This policy operates in conjunction with the following school policies:**

- Safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-safety Policy
- SEND Policy
- PSHE Policy
- Equality and Diversity Policy
- Wellbeing Policy
- RE Policy

## **3. Definition of Relationships Education**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and

their circumstances. 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/carers amongst other structures.) Care needs to 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; e.g. looked after children or young carers.

## **4. Definition of Sex Education**

The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in the policy and should consult with parents on what is to be covered

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. At Bradshaw Hall Primary we do teach pupils

sex education beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

## 5. Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand what a healthy relationship is both on and offline
- Ensure children know how and where to access appropriate support

## 6. Safeguarding & Confidentiality

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

Staff also recognise disclosure of vulnerability.

***If a staff member has any concerns or a child discloses information giving cause for concern, this must be report to the DSL and the schools safeguarding policy must be followed.***

## 7. Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

- Ensuring freedom from all forms of bullying including LGBTQ+ bullying as is our duty within the Equalities Act (2010) through a pro-active approach within all our policies and practice.

## **8. Organisation of the Curriculum**

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Bradshaw Hall Primary we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils. At the point we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE.

At Bradshaw Hall Primary a number of teaching strategies will be used, to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'Ask It' basket during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and age appropriate materials.
- Encourage reflection

At Bradshaw Hall Primary we follow the PSHE Association scheme of work, which is split into 3 core themes. The whole school works on the same theme simultaneously.

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school.

### **Core Theme 1: Relationships**

### **Core Theme 2: Living in the wider world – Economic wellbeing and being a responsible citizen**

### **Core Theme 3: Health and wellbeing**

**By the end of primary school, pupils will have been taught content on:** (refer to appendix 1 for full content)

- Families and friendships
- Respecting ourselves and other
- Safe relationships
- Belonging to a community
- Media literacy and digital resilience

- Money and Work
- Physical health and Wellbeing
- Growing and Changing
- Keeping Safe

## **9. Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - Gives pupils the opportunity for discussion and listening to other people views and opinions
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

## **10. Assessment**

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - class discussions, individual work and group work. Each class records an example of their work in a 'Class Record of Work'. Each year the book moves with the class to the next year group. There is also a display which follows a consistent format in each classroom and in the school corridor.

Pupil voice is also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

## **11. Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of PSHE and RSE with teaching staff to ensure consistent and coherent curriculum provision including -

- Book Flicks
- Lesson observations
- Pupil and Staff voice
- Learning walks
- Lesson planning scrutiny

The school has a designated team for RSE –Mr Bagnall, Mr Peacock, Miss Bumby, Mr Gleaves and Mrs McGlone. This falls under the remit of the safeguarding Governors: Mrs Welford and Mrs Day.

## **12. Consultation & the Role of Parents & Carers**

The school is aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we:

- Will consult and inform parents/carers about RSE through the school prospectus, letters, school website and information sessions.
- Inform parents about our school's Relationships and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationships and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.
- Provide a lending library to support parents in discussing RSE with children at home.

### **13. Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy. All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered. Each class has an 'Ask It' Basket so children are able to ask questions in a none threatening way at the point they come up.

### **14. Language**

At Bradshaw Hall Primary School we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching. Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: how to report concerns or abuse, and the vocabulary and confidence needed to do so.

### **15. Right of Withdrawal**

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us. (For more information, please go to

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

### **16. The Role of External Agencies**



The school may liaise with external agencies to support and compliment the schools PSHE/RSE programme of study. All agencies will be aware of the school's policies and procedures and their role within them. Any matters reported by visitors will be dealt with in line with our Safeguarding Policy. We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

## **17. Review**

The head teacher is responsible for reporting to the Governing Board on how this policy is being implemented. The Governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.





PRIMARY PSHE EDUCATION : LONG-TERM OVERVIEW – THEMATIC MODEL

Autumn: Relationships				Spring: Living in the wider world				Summer: Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe		
<b>Year 1</b>	Roles of different people; families: feeling cared for	Recognising privacy: staying safe; seeking permission	How behaviour affects others: being polite and respectful	What rules are: caring for others' needs; looking after the environment	Using the internet and digital devices: communicating online	Strengths and interests; jobs in the community	Keeping healthy: food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online		
<b>Year 2</b>	Making friends: feeling lonely and getting help	Managing secrets: resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life: online content and information	What money is: needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older: naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies		
<b>Year 3</b>	What makes a family: features of family life	Personal boundaries: safely responding to others: the impact of hurtful behaviour	Recognising respectful behaviour: the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job steps; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards: safety in the local environment and unfamiliar places		
<b>Year 4</b>	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products: drugs common to everyday life		
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations; immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies; first aid and FGM		
<b>Year 6</b>	Attraction to others: romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media		