



Relationship and Sex Education (RSE) Policy

Document Name: RSE Policy
Review Date: April 2024
Next Review Date: April 2025
Reviewed by: All Staff
Ratified by Governors: May 2024

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1. Aims and Impact

RSE (Relationships, Health and Sex education) policy aims at Bramhope Primary School

We believe that PSHE and RSE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. At Bramhope, the study of RSE will be delivered through PSHE sessions.

Under the new guidance issued by the DfE, by September 2020, Relationships and Health Education formally known as PSHE at primary school will be compulsory. At Bramhope, we will continue to refer to Relationships and Health Education as PSHE but please do note when reading any online, government related articles, PSHE is now referred to as Relationships and Health Education.

To be effective, sex education should always be taught within a broader PSHE programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of RSE at Bramhope Primary School are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity within our school community, Bramhope community and our wider communities that the children may be a part of.
- Teach pupils how to make informed choices
- Prepare pupils to be positive members of society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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
- Enable children to develop the vocabulary needed to clearly articulate their thoughts and feelings with confidence.

2. Statutory Requirements

At Bramhope Primary School, we teach PSHE and RSE as set out in this policy. As of September 2020 the Department for Education is introducing compulsory Relationships Education for primary pupils. From September 2020, it will also be compulsory for all schools to teach Health Education.

We will continue to teach these through our wider PSHE curriculum. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Bramhope, we are committed to retaining our

current choice to continue to teach age-appropriate sex education alongside our relationships education.

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 member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff and Governor Consultation –school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation - parents invited to view the draft policy on the school website, feedback invited in the form of emails to a dedicated email address.
4. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
5. Ratification– the policy was shared with and reviewed by governors and approved by the full Governing Body.

4. Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. Our aims at Bramhope are to prepare our children to remain safe and informed for when they have new life experiences. We are also delivering a curriculum where our children can transition to secondary school with the knowledge needed to begin the compulsory Relationships and Sex Education post 16.

RSE is not about the promotion of sexual activity.

5. Context and Curriculum

(See RSE scheme of works for further details appendix A)

5.1 Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

In Years 5 and 6 we place a particular emphasis on health education, as many children begin to experience puberty at this age. We liaise with other agencies about suitable teaching materials to use with our children in these lessons. Teachers answer questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects young women. We always teach this with due regard for the emotional development of the children

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

5.2 Intent

Through the 'You, Me, PSHE' and The PSHE Association scheme of works (SOW), we aim to ensure that we equip our children with essential skills to navigate their way through life at and beyond Bramhope Primary School. Following the SOW we have chosen, we intend to develop the whole

child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect them and enhance their wellbeing.

Through the PSHE and RSE curriculum at Bramhope, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The SOW we have chosen support social, moral, spiritual and cultural development and provide children with coverage of essential safeguarding issues, developing their knowledge of when and how they can ask for help.

The PSHE Association programme of study is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE and RSE provision in schools. The SOW covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme fulfils the requirements of 2020 Statutory Relationships and Health Education

5.3 Implementation

The schemes of work (SOW) that we follow at Bramhope, are designed to be taught in thematic units. These units are taught in a spiral curriculum that revisits each theme every two years. By doing this, we enable the children to recall and build upon previous learning, exploring underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child.

Our SOW provide units which are designed to be delivered in a creative manner, using approaches such as role play, discussion, games, debates and varying group sizes. The activities we use are designed to allow children to build on their confidence and resilience.

Assessment for learning opportunities are built into each lesson and are enhanced by our learning books in each class. Each session begins with a revisit question, this ensures that learning is consistent and not individual lesson based. These questions link to our curriculum, protected characteristics or British Values. Each session ends with a reflective, self-evaluation activity. This allows class teachers and the curriculum lead to evaluate and assess progress across school. There are also opportunities for end of unit evaluations and pupil voice opportunities.

Each lesson begins with specific ground rules and a discussion of the children's existing knowledge, giving opportunities for baseline assessments.

5.4 Pupil Questions

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.

Pupils will have opportunities to ask any questions that they feel arise during the teaching of the RSE sessions. Children will be taught in a safe environment where they can ask questions openly or they will be able to put questions in a question box in the classroom which can be looked at by the teacher and answer appropriately and comfortably with the child / group.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of Relationships and Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering or may present safeguarding concerns will be discussed with the DSL or DSSL that same day.

If the teacher decides to discuss the matter on an individual basis, a record will be kept of that discussion.

5.5 Confidentiality

When children make disclosures, they acknowledge that they need help and are placing their trust in the member of staff's judgment. If a child makes a disclosure, staff should follow the disclosure procedure and inform the DSL and DSSL. It is not appropriate for a member of staff to offer complete confidentiality and they should explain to the child that the information must be passed on.

The child must be praised for making the disclosure. If a child makes a disclosure within a group, the teacher will call for the DSL or DDSL immediately, who would then take the child to discuss their disclosure further.

If during an active session a child voluntarily discloses personal or sensitive, opinions or comments the teacher may have to address these with the rest of the class to ensure the protection and care of the child/children involved.

6. Delivery

Delivery of PSHE and RSE is taught within the personal, social and health (PSHE) education curriculum, and other aspects are included in religious education (RE). Some biological aspects of sex education are taught within the science curriculum (This will be outlined below). At Bramhope Primary School, we have used the PSHE Associations overviews and plans to create a curriculum which is age appropriate, supportive and responsive to the needs of our children and families. . 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

At Bramhope, we also believe that pupils should be taught about the society in which they are growing up in. Through our pupil interviews the children have expressed that they are interested in the ever growing and changing society that we live in and that they are aware of being respectful of families which do not necessarily reflect their own.

Our PSHE and RSE sessions are designed to foster respect for others and for difference and educate pupils about healthy relationships.

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality, identity or home circumstances – this will include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching about different types of families to avoid stigmatization of different family circumstances than their own. (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). The aim of our PSHE and RSE curriculum at Bramhope is to ensure that every child feels represented in the lessons that we teach. Alongside representing a range of families and individuals, we also recognise protected characteristics throughout our lesson deliveries and ensure that we represent these through scenarios and character descriptions.

(This will be reviewed yearly against the cohorts and lessons will be adapted for the maturity and understanding of the pupils in our care).

6.1 Pupils with SEND

As far as it is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Any changes to the programme followed will be in conjunction with detailed discussions with parents, carers and class teachers before the lessons take place.

In individual cases; where delivery needs to be adapted, then a differentiated programme and or resources will be provided, to ensure that all pupils gain a full understanding appropriate to their need, again this will be thoroughly discussed with parents / carers before any sessions are undertaken.

Teachers and/or learning support assistants work with individual pupils where required. It is not our school's policy to withdraw pupils with special educational needs from PSHE and RSE education these aspects of personal and social development are as important to all pupils as their academic achievement.

7. Roles and Responsibility

7.1 The Governing Board

The governing board will hold the head teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs Colbourn, Mrs Davy (Governor) and Mrs House (PSHE Coordinator).

7.2 The Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory elements of RSE and non- statutory science related components of RSE all other aspects of health education cannot be withdrawn from (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way (particular sensitivity towards, religious and cultural diversity, differing needs of boys and girls, diverse sexuality of young people, homophobic prejudice and bullying, disability needs)
- Delivering PSHE and RSE using specific vocabulary which will be contestant across school
- 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 PSHE and RSE.
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff that have concerns about teaching RSE are encouraged to discuss this with the head teacher.

7.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity. Our children at Bramhope all come from a variety of backgrounds and are all entitled to learn in a supportive environment, free from fear, bullying and humiliation. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass, upset and make fun of other pupils, they may also use these terms flippantly in school without understanding the true implications of using such terminology. This is unacceptable and will be dealt with as any other form of harassment and bullying, through the school's behaviour and discipline procedures. An understanding of human differences, including sexuality, is an important aspect of education and will be addressed as and when it is appropriate to do so through the curriculum.

8. Advising Parents/Carers

Parents/Carers will be advised about forthcoming sex education lessons at the beginning of the summer term. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson if they so wish. Mrs House (PSHE coordinator), Mrs Colburn and the teaching staff leading the sessions will all be available before the teaching of the sessions to discuss any concerns or questions that you may have.

8.1 Parents Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents cannot withdraw their child from the Relationships Education components of RSE or any of the cross over components of statutory science curriculum such as reproduction and naming body parts.

Parents have the right to withdraw their child/ children from the non-statutory RSE (Conception and Birth Only – Taught in Year 6)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Rachel Colbourn. This will be then followed up with a meeting or a phone call to discuss the withdrawal further.

Alternative work will be given to pupils who are withdrawn from sex education, this work will be structured from the PSHE curriculum and discussed with the parents beforehand.

9. Continued Professional Development

Teaching staff involved in the delivery of SRE will be expected to identify their training needs. They will be offered appropriate training opportunities to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and dealing with potentially difficult questions.

10. Monitoring Arrangements

The delivery of RSE is monitored by Mrs House through:

- Planning
- Team Teaching lessons
- Pupil and Staff Voice
- Reviewed Parent Consultations

PSHE and RSE at Bramhope are assessed at the end of each key stage. Assessment is completed by class teachers and is in a questionnaire form. Each questionnaire is appropriate for the key stage and will ask specific questions based on their intended learning outcomes for their age. The Questionnaires will be used in Year 3, Year 4 and Year 6, KS1, LKS2 and UKS2.

This policy will be reviewed by Mrs House (PSHE Coordinator) annually.

At every review, the policy will be approved by the governing body and Rachel Colbourn

Appendix 1 2023-2024 Curriculum Overview

Whole School Overview 2023 - 2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Relationships Who is special to us?	Relationships What is the same and different about us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World What can we do with money?	Health and Wellbeing Who helps to keep us safe?	Living in the Wider World How can we look after each other and the world?
Year 2	Relationships What makes a good friend?	Relationships What is a bully?	Living in the Wider World What jobs do people do?	Health and Wellbeing What helps us stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?
Year 3	Relationships How can we be a good friend?	Health and Wellbeing What keeps us safe?	Relationships What families look like?	Living in the Wider World What makes a community?	Health and Wellbeing Why should we eat well and look after our teeth?	Health and Wellbeing Why should we keep active and sleep well?
Year 4	Health and Wellbeing What Strengths, skills and interests do we have?	Health and Wellbeing How will we grow and change?	Relationships How do we treat each other with respect?	Health and Wellbeing How can we manage our feelings?	Health and Wellbeing How can we manage risk in different places?	Living in the Wider World How can our choices make a difference to others and the environment?
Year 5 / 6	Health and Wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility		Living in the Wider World Media literacy and digital resilience; influences and decision-making; online safety		Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	

2024 – 2025 Curriculum Overview

Whole School Overview 2024 - 2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Relationships Who is special to us?	Relationships What is the same and different about us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World What can we do with money?	Health and Wellbeing Who helps to keep us safe?	Living in the Wider World How can we look after each other and the world?
Year 2	Relationships What makes a good friend?	Relationships What is a bully?	Living in the Wider World What jobs do people do?	Health and Wellbeing What helps us stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?
Year 3	Relationships How can we be a good friend?	Health and Wellbeing What keeps us safe?	Relationships What families look like?	Living in the Wider World What makes a community?	Health and Wellbeing Why should we eat well and look after our teeth?	Health and Wellbeing Why should we keep active and sleep well?
Year 4	Health and Wellbeing What Strengths, skills and interests do we have?	Health and Wellbeing How will we grow and change?	Relationships How do we treat each other with respect?	Health and Wellbeing How can we manage our feelings?	Health and Wellbeing How can we manage risk in different places?	Living in the Wider World How can our choices make a difference to others and the environment?
Year 5	Health and Wellbeing What makes up a person's identity?	Living in the Wider World What decisions can people make with money?	Health and Wellbeing How can we help in an accident or emergency?	Relationships How can friends communicate safely?	Health and Wellbeing How can drugs common to everyday life affect health?	Living in the Wider World What jobs would we like?
Year 6	Living in the Wider World How can the media influence people?		Health and Wellbeing How can we keep healthy as we grow?		Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school	

Appendix 2: At the end of Primary Education at Bramhope Primary School, all pupils should know.

End of Key Stage Statements

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE.

By the end of Key Stage 1

By the end of Key Stage 1 children can

- identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.
- demonstrate that they can manage some feelings in a positive and effective way.
- begin to share their views and opinions (for example talking about fairness).
- can set themselves simple goals (for example sharing toys).
- make simple choices about some aspects of their health and wellbeing (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest).
- explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body.
- talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely).
- explain that people grow from young to old.
- recognise that bullying is wrong and can list some ways to get help in dealing with it.
- recognise the effect of their behaviour on other people and can cooperate with others (for example by playing and working with friends or classmates).
- identify and respect differences and similarities between people and families and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

By the end of Key stage 2

By the end of Key Stage 2 children can

- demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates).
- express their views confidently and listen to and show respect for the views of others.
- identify positive ways to face new challenges (for example the transition to secondary school).

- discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way.
- talk about a range of jobs and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise).
- identify some factors that affect emotional health and wellbeing (for example exercise or dealing with emotions).
- make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.
- list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.
- identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).
- explain how their actions have consequences for themselves and others.
- describe the nature and consequences of bullying and can express ways of responding to it.
- identify different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring).
- respond to, or challenge, negative behaviours such as stereotyping and aggression.
- describe some of the different beliefs and values in society and can demonstrate respect and tolerance towards people different from themselves.

Appendix 3 – Parent Withdrawal Documentation

**FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS
OF THE RSE CURRICULUM**

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS & 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	

Form to be completed and followed up with a meeting with Rachel Colbourn (Headteacher)

Appendix 4 – Resources used at Bramhope

Key Stage 1	
	NSPCC – Pants are Private https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/
	Medway photocopiable resources
<i>These need to be accessed through our school membership – before using any of these videos we will seek to hold a parents viewing so that you are able to watch the content before the children.</i>	Discovery Education How have I changed https://app.discoveryeducation.co.uk/learn/videos/46d7399a-7155-42c4-b058-8adc10a2d76c/ How are we the same / different – three generations https://app.discoveryeducation.co.uk/learn/videos/4555346b-9e11-49d5-949f-fc1ec8444941/
Key Stage 2 (Main Resources)	
	NSPCC
	Betty for Education (School Subscription)
<i>These need to be accessed through our school membership – before using any of these videos we will seek to hold a parents viewing so that you are able to watch the content before the children.</i>	Discovery Education – Ask the expert Periods Puberty Wet Dreams Videos https://app.discoveryeducation.co.uk/learn/videos/47082811-90de-4021-a210-b43db980ffc4/ https://app.discoveryeducation.co.uk/learn/videos/8c930025-a5e4-4a02-a458-cefa8ab54a6d/ https://app.discoveryeducation.co.uk/learn/videos/aa99ce6c-7c45-418b-8f85-a9b4ef0a9efc/
	Medway Planning and Resources in partnership with PSHE Association https://www.youtube.com/watch?v=vXrQ_FhZmos
	Newsround Lets Talk About Periods https://www.bbc.co.uk/newsround/56267456
	CBBC – Operation Ouch Puberty Special https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special

Resources we may refer to, to support our planning and teaching	Coram Life Education
	Woman's Aid
	Winston's Wish
	Living and Growing (photocopiable resources)
	Public Health Resource Library Leeds
	<p>Amaze</p> <p>-Menstruation – What to expect https://www.youtube.com/watch?v=DBe7-PHRav8&t=192s</p> <p>Taking Care of your Body during Puberty https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/</p>
	Dove – Body Confidence