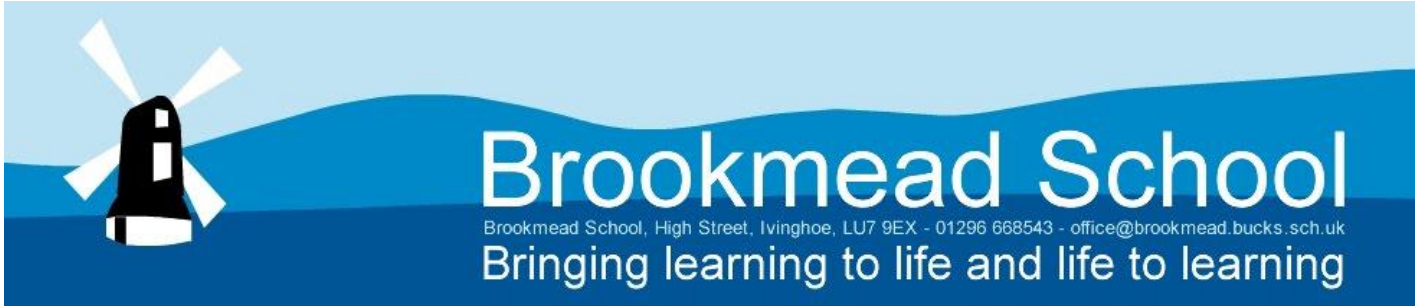




Relationships and Sex Education Policy (from 2021)

**Approved by: Full
Governing Body**

Date: March 24

Next review due by: Autumn 2026

1. Aims

The aims of relationships and sex education (RSE) at our school follow our [vision and values](#) and complement our learning of The Zones of Regulation. In addition to this it will:

- **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

2. 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.

3. 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](#).

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 Brookmead we teach RSE as set out in this policy.

4. 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 staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties received copies of the policy and were invited to respond digitally
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

The policy will be available to parents through the school prospectus and website. A paper copy can be made available by written request.

5. Curriculum

Our curriculum is set out as per Appendix 1 and may be adapted 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.

6. Delivery of RSE

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

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 1,2 and 4.

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). The statutory curriculum in regards to relationships teaches understanding that people who are attracted to and love each other can be of any gender, ethnicity or faith.

Parents will have the opportunity to preview resources used prior to lessons being delivered to teach puberty and reproduction in Years 5 and 6.

Although we are only required to teach the elements of sex education contained in the science curriculum. At Brookmead, within the PSHE curriculum:

- the topic of puberty will be taught during year 5 - split by gender but entire curriculum taught to both groups
- the topic of reproduction will be taught during year 6

(Following guidance from PSHE Association)

Dealing with sensitive issues, questions and disclosures Children will have the opportunity to ask questions, within a safe, nurturing environment. This may be directly to the class, or by using an anonymous question box. The teacher will read through questions after the session and make a decision whether to answer these questions in a group session or whether it may be more appropriate to respond individually. Any disclosures made this way will be dealt with following the school's safeguarding policy.

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

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

The headteacher is responsible for ensuring the PSHE lead oversees the delivery and monitoring of the PSHE/RSE curriculum.

7.3 PSHE Lead

The PSHE lead is responsible for overseeing the delivery and monitoring of the PSHE/RSE curriculum and reporting on this to the headteacher.

The PSHE lead, alongside the headteacher, is responsible for managing requests from parents to withdraw children from RSE lessons.

7.4 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 class teachers are responsible for the teaching of RSE at Brookmead.

7.5 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. For these purposes sex education is defined as learning about sex and sexual health in an age appropriate and sensitive way (as noted by the PSHE association).

At Brookmead School menstruation and age appropriate teaching in relation to male puberty will be taught in year 5, sexual reproduction will be taught in year 6 within the PSHE curriculum. Within the teaching of science, puberty is also part of the statutory national curriculum.

Requests for withdrawal from sex education 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. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

- Planning scrutinies
- Learning walks
- Moderation of teaching and learning

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

This policy will be reviewed by the headteacher every two years. At every review, the policy will be approved by the governing body and the headteacher

Appendix 1: Curriculum map

The teaching of RSE at Brookmead will follow an enquiry based approach in line with our curriculum. The three core themes from the RSE programme of study are fully covered:

Health and Wellbeing,
Relationships,

Living in the Wider World.

Teaching builds according to the age and needs of the pupils throughout the primary phase with learning objectives given to respond to each key question covering the following themes:

Year 1	• What is the same and different about us? • Who is special to us? • What helps us stay healthy? • What can we do with money? • Who helps to keep us safe? • How can we look after each other in the world?
Year 2	• What makes a good friend? • What is bullying? • What jobs do people do? • What helps us to stay safe? • What helps us grow and stay healthy? • How do we recognise our feelings?
Year 3	• How can we be a good friend? • What keeps us safe? • What are families like? • What makes a community? • Why should we eat well and look after our teeth? • Why should we keep active and sleep well?
Year 4	• What strengths, skills and interests do we have? • How do we treat each other with respect? • How can we manage our feelings? • How will we grow and change? • How can our choices make a difference to others and the environment? • How can we manage risk in different places?
Year 5	• What makes up a person's identity? • What decisions can people make with money? • How can we help in an accident or an emergency? • How can friends communicate safely? (Contains elements of non statutory RSE) • How can drugs common to everyday life affect health? • What jobs would we like?
Year 6	• How can we keep healthy as we grow? • How can the media influence people? • What will we change as we become more independent? (Contains elements of non-statutory RSE) • How do friendships change as we grow?

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

Topic	Pupils should know
Families and people who care about me	• 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	• 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

Respectful relationships	• 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	• 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	• 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	
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Appendix 4: Brookmead Ground Rules for RSE Lessons

Brookmead RSE Ground Rules

Post the list in the classroom and refer to it as needed.

- Personal questions or sharing of private information will be treated respectfully by the teacher on an individual basis.
- You can use the question box to ask a question if you don't want to ask in class.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Giggling is okay but laughing at others is not
- Respect for myself and others is important
- Do use "Someone I know..." instead of the person's name