



# **Belswains Primary School**

## **Relationships and Sex Education Policy**

**AGREED BY GOVERNING BODY**

**Spring Term 2023**

**NEXT REVIEW DATE**

**Spring Term 2026**

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## 1. Introduction

At Belswains Primary School, we believe that the teaching of Relationships and Sex Education (RSE) contributes towards children becoming healthy, confident, independent and responsible members of society. Our RSE programme is an integral part of the whole school PSHE education provision. We aim to provide children with age-appropriate information, to explore attitudes and values and to develop skills. Our RSE programme is taught through a range of teaching methods and interactive activities, including the use of story time and circle time. Some aspects of RSE arise informally and will be addressed as part of the school day. Our approach to RSE aims to be inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age and religion. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the students to ensure that all can access full RSE provision. Learning about relationships and sex education in PSHE education lessons will link to and complement other curriculum areas such as Science and Religious Education. Pupils will be encouraged to reflect on their own learning and progress through discussion and questioning. Teachers will assess work in RSE by making informal judgements as they observe pupils during lessons, and through discussion. An overview of the learning in each year group can be found in Appendix 1.

## 2. 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.

## 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](#).

However, we are not required to provide sex education, but 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 Belswains Primary School we teach RSE as set out in this policy.

## 4. Policy Development

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

1. Review – a member of staff collated all relevant information including national and local guidance.
2. Staff and governing body consultation – all school staff and the governing body were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, carers, and any interested parties were invited to complete a questionnaire concerning the teaching programme and policy implementation.
4. Pupil consultation – we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 5. 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.

## 6. 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 age-appropriate manner.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings (Years 4, 5 and 6)
- How a baby is conceived and born (Year 6)

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

## 7. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic Education curriculum (PSHE). 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 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).

## 8. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If this occurs, teachers will consult with the designated safeguarding lead and in his or her absence, their deputy safeguarding lead. A member of staff cannot promise confidentiality if concerns exist.

## **9. Roles and responsibilities**

### **9.1 The Governing Body**

The governing board will approve this policy, with the policy to be implemented by the Headteacher.

### **9.2 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 10).

### **9.3 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.

### **9.4 Pupils**

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

## **10. Parents' right to withdraw.**

The policy will be available to parents through the school website. We work closely with parents to ensure that they are fully aware of what is being taught. Parents will be informed when aspects of the RSE programme are taught and there are opportunities for parents to view the videos and resources being used where appropriate.

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. However, this rarely happens as by working in partnership with parents, they recognise the importance of this aspect of a child's education.

Requests for withdrawal must be put in writing.

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

## **11. Training**

RSE is included in our continuing professional development calendar and is delivered as part of the PSHE programme using a structured scheme of work with linked resources.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject co-ordinator through planning scrutinies, lesson observations and pupil voice.

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

This policy will be reviewed every three years by the PSHE Co-ordinator. At every review, the policy will be approved by the Governing Body and the Headteacher.

## Appendix 1: Curriculum Map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS
Reception	Our Day Keeping Ourselves Clean Families
Year 1	Keeping Clean Growing and Changing Families and Care
Year 2	Differences: Boys and Girls Differences: Male and Female Naming the Body Parts
Year 3	Differences: Male and Female Personal space Family Differences
Year 4	Growing and Changing What is Puberty? Puberty Changes and Reproduction
Year 5	Talking about Puberty Male and Female Changes Puberty and Hygiene
Year 6	Puberty and Reproduction Understanding Relationships Conception and Pregnancy Communication in Relationships

Additional teaching takes place in each year group within the PSHE core theme of 'Relationships' and includes:

- Feelings and emotions
- Healthy relationships
- Valuing difference
- Stereotyping and discrimination
- Anti-bullying including online safety.
- Friendship
- Rights and responsibilities
- Personal boundaries

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</li> <li>• Managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>