

# Bratton Primary School



Relationships and sex education policy  
(from 2020)

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### 1. 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

### 2. 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 Bratton Primary School we teach RSE as set out in this policy.

### 3. 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.
- Effective RSE education is essential if young people are to make responsible and well informed decisions about their lives.
- The objective of RSE education is to help and support young people through their physical, emotional and moral development.
- Effective RSE education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- RSE helps children to deal with difficult moral and social questions.

### 4. Curriculum

Our curriculum outline is set out as PSHE/RSE Jigsaw Draft Curriculum Progression but we may need to adapt it as and when necessary.

We have developed the curriculum 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

### 5. 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).

Pupils may also receive stand-alone sessions delivered by or with a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

**We aim to teach the children about:**

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;

- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship;
- The importance of family life.

Moral questions;

- Relationship issues including friendships, bullying and self-esteem;
- Respect for the views of other people;
- Sex abuse and what they should do if they are worried about any sexual matters;
- To feel comfortable when talking about more sensitive issues.

### **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision making.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our personal, social and health education (PSHE) curriculum, we also teach some RSE through other subject areas (for example, science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

- In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage children to ask for help if they need it.
- Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.
- In years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age.
  - Teachers do their best to answer all 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 women. We always teach this with due regard for the emotional development of the children.
  - We arrange a meeting for all parents and carers of children in years 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- The content of the RSE programme is as follows:
  - Foundation Stage Throughout the foundation stage children are helped to:
    - Develop emotional well being:

- Know who they are and how they fit into a group
- Feel good about themselves
- Develop respect for others
- Find out about and identify some features of living things including their own bodies
- Recognise the importance of keeping healthy and those things which contribute to this

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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).

## **6. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 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 components of RSE (see section 8).

### **7.3 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 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.

### **Organisation**

All aspects of RSE are to be introduced and discussed from a positive point of view. Lessons and activities should be flexible and much will depend on the age and ability of the children and their degree of involvement in the activities. They will become more involved as mutual trust and a safe, non-threatening atmosphere are built up in the classroom.

### **Year Group needs**

A second adult will always be present during lessons concerning RSE for years 4, 5 and 6, and where possible, both male and female will be available for discussions during specific single sex focussed lessons.

## **7.4 Pupils**

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

## **7. 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 components of sex education within RSE.

Requests for withdrawal 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.

## **8. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the head teacher who monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy.

Teachers have a duty to ensure that children with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls.

Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

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

This policy will be reviewed by Governors. At every review, the policy will be approved by the governing board.

**Policy adopted: October 2020**

**Policy review: October 2022**

Appendix 1: Curriculum

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	Hopes and fears for the	Assumptions and	Achieving realistic goals	Motivation	Different types of family	Life cycles in nature

Ages 6-7	year	stereotypes about gender	Perseverance	Healthier choices	Physical contact boundaries	Growing from young to old
	Rights and responsibilities	Understanding bullying	Learning strengths	Relaxation	Friendship and conflict	Increasing independence
	Rewards and consequences	Standing up for self and others	Learning with others Group co-operation	Healthy eating and nutrition Healthier snacks and sharing food	Secrets Trust and appreciation	Differences in female and male bodies (correct terminology)
	Safe and fair learning environment	Making new friends	Contributing to and sharing success		Expressing appreciation for special relationships	Assertiveness Preparing for transition
	Valuing contributions	Gender diversity				
	Choices	Celebrating difference and				
	Recognising feelings					



		remaining friends				
Ages 7-8	Setting personal goals	Families and their differences	Difficult challenges and achieving success	Exercise	Family roles and responsibilities	How babies grow
	Self-identity and worth			Fitness challenges	Friendship and negotiation	Understanding a baby's needs
	Positivity in challenges	Family conflict and how to manage it (child-centred)	Dreams and ambitions	Food labelling and healthy swaps	Keeping safe online and who to go to for help	Outside body changes
	Rules, rights and responsibilities	Witnessing bullying and how to solve it	New challenges Motivation and enthusiasm	Attitudes towards drugs	Being a global citizen	Inside body changes
	Rewards and consequences	Recognising how words can be hurtful	Recognising and trying to overcome obstacles	Keeping safe and why it's important online and off line scenarios	Being aware of how my choices affect others	Family stereotypes
	Responsible choices		Evaluating learning processes	Respect for myself and others	Awareness of how other children have different lives	Challenging my ideas
Seeing things from others' perspectives	Giving and receiving compliments	Managing feelings		Healthy and safe choices	Expressing appreciation for family and friends	Preparing for transition
		Simple budgeting				

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy	Being unique
	Being a school citizen	Judging by appearance	Overcoming disappointment	Group dynamics	Love and loss	Having a baby
	Rights, responsibilities and democracy (school council)	Accepting self and others	Creating new, realistic dreams	Smoking	Memories of loved ones	Girls and puberty
	Rewards and consequences	Understanding influences	Achieving goals	Alcohol	Getting on and Falling Out	Confidence in change
	Group decision-making	Understanding bullying	Working in a group	Assertiveness	Girlfriends and boyfriends	Accepting change
8-9	Having a voice	Problem-solving	Celebrating contributions	Peer pressure	Showing appreciation to people and animals	Preparing for transition
	What motivates behaviour	Identifying how special and unique everyone is	Resilience	Celebrating inner strength	Environmental change	
		First impressions	Positive attitudes			
Ages 9-10	Planning the forthcoming year	Cultural differences and how they can cause conflict	Future dreams	Smoking, including vaping	Self-recognition and self-worth	Self- and body image
	Being a citizen	Racism	The importance of money	Alcohol	Building self-esteem	Influence of online and media on body image
	Rights and responsibilities	Rumours and name-calling	Jobs and careers	Alcohol and anti-social behaviour	Safer online communities	Puberty for girls
	Rewards and consequences	Types of bullying	Dream job and how to get there	Emergency aid	Rights and responsibilities online	Puberty for boys
	How behaviour affects groups	Material wealth and happiness	Goals in different cultures	Body image	Online gaming and gambling	Conception (including IVF)
9-10	Democracy, having a voice, participating	Enjoying and respecting other cultures	Supporting others (charity)	Relationships with food	Reducing screen time	Growing responsibility
			Motivation	Healthy choices	Dangers of online grooming	Coping with change
				Motivation and behaviour	SMARTT internet safety rules	Preparing for transition
Ages 10-11	Identifying goals for the year	Perceptions of normality	Personal learning goals, in and out of school	Taking personal responsibility	Mental health	Self-image
	Global citizenship	Understanding disability	Success criteria	How substances affect the body	Identifying mental health worries and sources of support	Body image
	Children's universal rights	Power struggles		Exploitation, including 'county		Puberty and feelings

	<p>Feeling welcome and valued Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice Anti-social behaviour</p> <p>Role-modelling</p>	<p>Understanding bullying</p> <p>Inclusion/exclusion Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Emotions in success</p> <p>Making a difference in the world Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>lines' and gang culture Emotional and mental health</p> <p>Managing stress</p>	<p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness Technology safety</p> <p>Take responsibility with technology use</p>	<p>Conception to birth Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends Sexting</p> <p>Transition</p>
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<p>Ages 11-12 (Scotland)</p>	<p>Personal identity</p> <p>What influences personal identity</p> <p>Identify personal strengths How do others see me?</p> <p>Group identity</p> <p>My growing sense of personal identity and independence</p> <p>Online and global identity</p> <p>Expectations</p>	<p>Assertiveness</p> <p>Prejudice and discrimination</p> <p>My values and those of others</p> <p>Challenging stereotypes</p> <p>Discrimination in school How prejudice and discrimination fuels bullying</p> <p>Being inclusive</p>	<p>What are my dreams and goals?</p> <p>Steps to success</p> <p>Coping when things don't go to plan</p> <p>Rewarding my dreams</p> <p>Intrinsic and extrinsic motivation Keeping my dreams alive</p> <p>How dreams and goals change in response to life</p>	<p>Healthy choices about my emotional health</p> <p>Managing stress</p> <p>Managing my choices around substances</p> <p>Managing my nutritional choices</p> <p>Medicines and immunisation</p> <p>Healthy choices about physical activity and rest/sleep</p>	<p>My changing web of friendships</p> <p>Support I need now and in the future</p> <p>Developing positive relationships</p> <p>What external factors affect relationships, e.g. media influences?</p> <p>Assertiveness in relationships</p> <p>The changing role of families</p>	<p>My changing body and feelings</p> <p>What is self-image?</p> <p>Coping during times of change</p> <p>My changing ways of thinking</p> <p>Managing my changes in mood</p> <p>Moving forwards into my next year of education</p>
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### 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	