

Relationships and Sex Education policy

Including Personal Health and Mental Wellbeing



Toton
Bispham Drive
Junior School

Ad esse optimum

Approved by:	Andrea Goetzee Cheryl Cooper	Date: 09.10.23
Last reviewed on:	September 2023	
Next review due by:	September 2024	

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Contents

Introduction

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	4
6. Delivery of RSE	4&5
7. Roles and responsibilities	5
8. Parents' right to withdraw	5
9. Training	6
10. Monitoring arrangements	6
Appendix 1: Curriculum overview	7&8
Appendix 2: RSE By the end of primary school pupils should know	9&10
Appendix 3: Personal health and mental wellbeing by the end of primary school pupils should know	11& 12
Appendix 4: Parent form: withdrawal from sex education within RSE	13

Introduction

In line with guidance from the Department for Education we recognise that children are growing up in an increasingly complex world and living their lives seamlessly on and offline. While this presents many positive and exciting opportunities, it also represents challenges and risks.

We recognise that parents are the primary source of education regarding relationships and sex education and see the role of school as complementing and reinforcing this. Together we can give children the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online.

We see teaching about mental wellbeing as central to these subjects, giving children the knowledge and capability to take care of themselves and receive support if problems arise.

The Department of Education wants pupils 'to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives' They also want them to develop 'personal attributes including kindness, integrity, generosity and honesty.'

These wishes are entirely in line with the documented vision for Bispham Drive Junior School

Our Vision

At Bispham Drive Junior School we recognise that children are growing up in an ever changing world that presents both new opportunities and new challenges.

On a whole school level we do this by ensuring that our pupils are learning in a school that is constantly developing its practice to make the most of new technologies and advances in the understanding of learning. We create an environment that uses the best of pastoral care to support the development of each child. We root everything we do in a set of solid core values. We promote a curriculum with a range of cultural links and experiences; we encourage healthy choices and involvement in adventure and sport. Every person at school, adult and child, is proud to be part of our community. We show how proud we are by our motto 'Ad esse optimum' 'To be the best'.

On an individual level we want every child to be the hero of their own story. We help them to understand that each week is a new adventure that will present challenges, occasional setbacks and many successes. They will learn to grasp every opportunity and overcome any obstacle to leave our school with greater independence, ready to become the remarkable global citizens they all have the potential to be.

Our vision is underpinned by 5 key values upon which our teaching and learning is based:

Our pupils will become:

Determined to make themselves and the world around them a better place

Resilient in dealing with setbacks

Innovative, creative and original in their thinking

Valuing and understanding of the cultures and beliefs of others

Empathetic, actively understanding people, their issues and how to influence change

As our children represent the global citizens of the future we look to the [17 United Nations Sustainable Development Goals](#) to support what we teach.

We expect children to leave us well equipped academically to make the most of the next stage of their education. Alongside this, they develop resilience, critical thinking, problem solving, creativity and flexibility to enable them to adapt and make the most of opportunities that will be presented to them.

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 Bispham Drive Junior School we teach RSE as set out in this policy.

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 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 were invited to attend a meeting about the policy
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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE is also about safety and appropriate behaviour in all contexts including online. It also helps children how to recognise and report abuse and how to get help if they need it.

RSE recognises that pupils need to know about both physical health and mental wellbeing by engendering an atmosphere of openness where pupils feel they can check their understanding and seek any necessary help and advice.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. 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 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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum both as a specific subject and within P4C lessons. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by school staff.

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 based upon the principle of informed consent
- Online relationships
- Being safe

Stand alone sex education delivered in year 6 covers the following areas:

- Puberty in more detail, delivered in single sex groupings but with both sexes seeing all material
- How babies are made
- How babies are born
- That sex happens in the context of an adult, loving, consensual relationship

All teaching is delivered in a sensitive manner using age appropriate materials. We write to parents to inform them that the teaching is to take place and to invite them to view the materials used and ask any questions they may have. Parents have the right to withdraw their child from some or all aspects of the stand-alone teaching although we would urge you to discuss this with your class teacher before doing so.

RSE will be accessible for all pupils including those pupils with special educational needs and disabilities. When necessary teaching will be differentiated and personalised by working with parents and based on a child's starting point to ensure accessibility.

In teaching RSE school will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. This is in line with the provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are protected characteristics.

During RSE pupils will often ask their teachers and other adults questions pertaining to sex or sexuality which may go beyond the stated curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. In managing questions, any answers given will be age appropriate and sensitive to safeguarding and equality expectations. At all times children will be encouraged to discuss their questions with parents. Any parents who have questions regarding this are encouraged to talk to the headteacher or their child's class teacher.

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).

7. Roles and responsibilities

7.1 The governing body

The governing body 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-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling 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-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.

7.4 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-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

9. Training

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

When possible, 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Andrea Goetzee (Headteacher) through: planning scrutinies, learning walks and lesson observations

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

This policy will be reviewed by Andrea Goetzee (headteacher) and reviewed annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum overview

We use a whole school thematic approach based around the PSHE association programme of study. Aspects of understanding and respecting our bodies and those of others alongside developing understanding of positive and respectful relationships are taught across the school. Over their time at Bispham Drive this teaching will be built in an age appropriate way to help children understand how they will grow and develop and how they can form safe and happy relationships.

Specifically, when teaching sex and relationships we use a resource created by the Family Planning Association for primary age children. You can find more details about this including frequently asked questions by following the link below.

<https://www.fpa.org.uk/growing-up-with-yasmine-and-tom/>

<https://www.fpa.org.uk/growing-up-with-yasmine-and-tom/frequently-asked-questions/>

Appendix 2: RSE by the end of primary school pupils should know

N.B. Some aspects of this curriculum are also taught at key stage 1

The letters and numbers relate to specific units of work. This is available to view under the heading RSE

Long Term Planning

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability R4 • 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 R4 • 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 R4 • 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 R4 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R5 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R3
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends R2 • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R2 • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R12 • 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 R12 • 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 R3
Respectful relationships	<ul style="list-style-type: none"> • 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 R10 • Practical steps they can take in a range of different contexts to improve or support respectful relationships R10 • The conventions of courtesy and manners P4C • The importance of self-respect and how this links to their own happiness P4C • That in school and in the 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 P4C • 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 R6 R14 R18 • What a stereotype is, and how stereotypes can be unfair, negative or destructive R16 • The importance of permission-seeking and giving in relationships with friends, peers and adults R21
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not H4 • 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 R2 R14 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them H22 H23 • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met R3 H13 L18 • How information and data is shared and used online H22 H23
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R21 H25

	<ul style="list-style-type: none">• 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 R9• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R8 H20• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R21 H 14 H25• How to recognise and report feelings of being unsafe or feeling bad about any adult R21 H25• How to ask for advice or help for themselves or others, and to keep trying until they are heard H23• How to report concerns or abuse, and the vocabulary and confidence needed to do so H23• Where to get advice e.g. family, school and/or other sources H14 H23
--	--

Appendix 3: Personal health and mental wellbeing by the end of primary school pupils should know

N.B. Some aspects of this curriculum are also taught at key stage 1

The letters and numbers relate to specific units of work. This is available to view under the heading RSE Long Term Planning

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health H1 H2 ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations H6 ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings H6 ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate H7 ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness H1 L10 ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests H1 L10 ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support P4C ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing R14 L6 ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H14 H23 ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough H14 H23
Internet safety and harms	<ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits (computing) ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing H1 H24 ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private R2 R7 H22 L2 ● why social media, some computer games and online gaming, for example, are age restricted (computing) ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health R18 H13 L18 ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted L18 ● where and how to report concerns and get support with issues online (computing)
Physical health and fitness	<ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle H2 ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise H2 ● the risks associated with an inactive lifestyle (including obesity) H2 ● how and when to seek support including which adults to speak to in

	school if they are worried about their health H20 H23
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) H3 • the principles of planning and preparing a range of healthy meals H3 • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health H1 H3 H17)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking H17
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer H1 H2 • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn H1 H2 • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist H1 H2 • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing H12
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary H15 • concepts of basic first-aid, for example dealing with common injuries, including head injuries H15
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional change H18 H19 • about menstrual wellbeing including the key facts about the menstrual cycle H18 H19

Appendix 4: 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

--