

# *The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools*



## Relationships & Sex Education Policy



Author: **Designated Safeguarding Lead**

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Governor Committee Policy presented to:  
**Whole Governing Body**

Related Policies:

**Code of Conduct  
Safeguarding  
Behaviour**

## **Introduction**

Bildeston and Whatfield Primary Schools consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum and is linked to that for online safety and science. Our teaching of RSE is set within a moral framework and matched to the pupils' level of maturity. We understand that within our school community different children will develop at different rates physically, socially and mentally and our teaching needs to reflect this. As part of RSE, pupils will be taught about the nature and the importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Children need to understand and value the wide range of family structures that they may live in or encounter. Providing accurate information through the RSE curriculum will help to develop skills that enable them to understand differences and respect themselves and others. RSE is essential for the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. At all times we will work in partnership with parents/carers.

## **Aims**

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships in all contexts including online.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place, helping children to develop acceptable codes of behaviour, including language
- Cope with their emotional and bodily development, including puberty, with understanding and confidence, whilst being sensitive to the development of others
- Increase understanding of the importance of health and hygiene
- Help pupils develop their mental wellbeing including feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships, including online relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Teach children the knowledge they need to recognise and to report abuse including emotional, physical and sexual abuse

## **Statutory Requirements**

As maintained primary schools we recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science national curriculum. Bildeston and Whatfield Primary Schools choose to provide additional non-statutory sex education. More information can be found later in the policy, including parents/carers rights to withdraw from non-statutory sex education.

In teaching RSE, we must follow the statutory guidance Relationships education, relationships and sex education (RSE) and health education, July 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Bildeston and Whatfield Primary Schools we teach RSE as set out in this policy.

## **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.

## **Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. Our schools use the Cambridge Personal Development Programme as the basis of our PSHE curriculum. This includes comprehensive Relationships and Sex Education units that ensure staff are confident when teaching and specify exactly which aspects are non-statutory sex education. We also take part in the NSPCC programme 'Stay Safe, Speak Out'. Our PSHE curriculums are set out as per Appendix 1 but we may need to adapt it as and when necessary.

We also teach RSE through other subject areas (e.g. Science, PE and R.E.), 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. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

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.

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care (see section on pupil questions). 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 these with due regard for the emotional development of the children (as stated earlier in this policy).

## **Relationships Education**

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

Please see Appendix 1 for what children should know by the end of primary school

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).

## **Language**

The DfE guidance for Relationship Education, RSE and Health Education (2019) states that as part of primary Relationship Education, children should learn the following as part of 'Being Safe' area of work

- How to report concerns or abuse and the vocabulary and confidence needed to do so

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching. As schools we have agreed the terms to be used and when introduced.

## **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided. Teachers will need to answer questions that may arise through the direct teaching of 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 should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **Safeguarding and Confidentiality**

**Teachers conduct relationships education and sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher must respond by following the schools' safeguarding policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher must record the information on a disclosure form and pass this to the Designated Safeguarding lead or alternate without delay.**

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported throughout the process.

## **Roles and responsibilities**

### **The governing body**

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

### **The headteacher**

The headteacher is responsible for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8). The headteacher and PSHE leads are responsible for ensuring that RSE is taught consistently across the school.

### **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

### **Parents' right to withdraw**

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Parents do not have the right to withdraw their children from Relationships Education or the statutory science elements.

When teaching RSE we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

### **Training**

Training on RSE is part of our continuing professional development calendar.

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

### **Visiting speakers**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Any visiting speakers to the school are expected to work within the school's RSE policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

### **Monitoring arrangements**

The delivery of RSE is monitored by PSHE leads through:

- Questionnaires/pupil interviews
- Learning walks
- Scrutiny of work/display

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the designated safeguarding lead annually. At every review, the policy will be approved by governing body.

### **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that the curriculum is taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

We are aware of the advice in 'Keeping Children Safe in Education 2023' and the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

# ***The Partnership of Bildeston Primary and Whatfield CEVC Primary Schools***

**Bildeston Primary School PSHE Programme (including Relationships Education and Health Education)**

YEAR A Sept 24/25	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Foundation	BBF <b>Beginning and Belonging</b> <b>Myself and My Relationships 1</b>	FFF <b>Family and Friends (incl. anti-bullying) Myself and My Relationships 2</b>  MEF <b>My Emotions Myself and My Relationships 3</b>	MWF <b>Me and My World</b> Citizenship 2	HLF <b>Healthy Lifestyles</b> Healthy and Safer lifestyles 3	KSF <b>Keeping Safe (incl. Drug Education)</b> Healthy and Safer lifestyles 2	BGF <b>My Body and Growing Up</b> Healthy and safer lifestyles 1
Year 1 & 2	BB12 <b>Beginning and Belonging</b> Myself and My Relationships  ES 12 <b>E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer Lifestyles	FF12 <b>Family and Friends</b> Myself and My Relationships  AB12 <b>Anti-bullying</b> Myself and My Relationships	WT12 <b>Working Together</b> Citizenship  FC 12 <b>Financial Capability</b> Economic wellbeing	HL12 <b>Healthy Lifestyles</b> Healthy and Safer Lifestyles	MR12 <b>Managing Risk</b> Healthy and Safer Lifestyles  SC 12 <b>Safety Contexts</b> Healthy and Safety Lifestyles	RS 1 RS2 <b>Sex &amp; Relationships Education</b>  <b>Healthy and Safer Lifestyles</b>
Year 3 & 4	BB34 <b>Beginning and Belonging</b> Myself and My Relationships  ES 34 <b>E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer Lifestyles	FF34 <b>Family and Friends</b> Myself and My Relationships  AB34 <b>Anti-bullying</b> Myself and My Relationships	WT34 <b>Working Together</b> Citizenship  FC 34 <b>Financial Capability</b> Economic wellbeing	HL 34 <b>Healthy Lifestyles</b> Healthy and Safer Lifestyles	MR34 <b>Managing Risk</b> Healthy and Safer Lifestyles  SC 34 <b>Safety Contexts</b>	RS 3 RS 4 <b>Sex &amp; Relationships and Sex Education</b>  <b>Healthy and Safer Lifestyles</b>
Year 5 and 6	BB56 <b>Beginning and Belonging</b> Myself and My Relationships  ES 56 <b>E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer	FF56 <b>Family and Friends Myself and My Relationships</b>  AB 56 <b>Anti-bullying</b> Myself and My Relationships	WT 56 <b>Working Together</b> Citizenship  FC56 <b>Financial Capability</b> Economic wellbeing	HL 56 <b>Healthy Lifestyles</b> Healthy and Safer Lifestyles	MR 56 <b>Managing Risk</b> Healthy and Safety Lifestyles  SC 56 <b>Safety Contexts</b> Healthy and Safety	RS 5 RS 6 <b>Sex &amp; Relationships Education</b>  <b>Healthy and Safer Lifestyles</b>



	Lifestyles				Lifestyles	
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**Online safety also covered through the computing curriculum throughout the year, including Safer Internet Day.**

YEAR B Sept 23/24	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Foundation</b>	<b>Beginning and Belonging</b> MMR1 BBF	<b>Family and Friends (incl. anti-bullying)</b> MMR2 FFF  <b>My Emotions</b> MMR3 MEF	<b>Identities &amp; Diversity</b> Cit1 IDF	<b>My Body and Growing Up</b> HSL1 BGF	<b>Keeping Safe (incl. Drug Education)</b> HSL 2 KSF	<b>Healthy Lifestyles</b> HSL3 HLF
<b>Year 1 &amp; 2</b>	<b>RR 12 Rights, Rules and Responsibilities</b> Citizenship  <b>ES 12 E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer Lifestyle	ME12 <b>My Emotions</b> Myself and My Relationships  AB12 <b>Anti-bullying</b> Myself and My Relationships	DC12 <b>Diversity and Communities</b> Citizenship	DE12 <b>Drug Education</b> Healthy and Safer Lifestyles	PS12 <b>Personal Safety</b> Healthy and Safer Lifestyles	MC12 <b>Managing Change</b> Myself and my relationships
<b>Year 3 &amp; 4</b>	RR34 <b>Rights, Rules and Responsibilities</b> Citizenship <b>ES 34 E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer Lifestyles	ME34 <b>My Emotions</b> Myself and My Relationships  AB34 <b>Anti-bullying</b> Myself and My Relationships	DC34 <b>Diversity and Communities</b> Citizenship	DE34 <b>Drug Education</b> Healthy and Safer Lifestyles	PS34 <b>Personal Safety</b> Healthy and Safer Lifestyles	MC12 <b>Managing Change</b> Myself and My Relationships
<b>Year 5 &amp; 6</b>	RR56 <b>Rights, Rules and Responsibilities</b> Citizenship <b>ES 56 E- safety</b> (TG <b>Digital Lifestyles</b> ) Healthy and Safer Lifestyles	ME56 <b>My Emotions</b> Myself and My Relationships  AB56 <b>Anti-bullying</b> Myself and My Relationships	DC56 <b>Diversity and Communities</b> Citizenship	DE56 <b>Drug Education</b> Healthy and Safer Lifestyles	PS56 <b>Personal Safety</b> Healthy and Safer Lifestyles	MC56 <b>Managing Change</b> Myself and My Relationships <b>Sr 5 Sr 6 Sex &amp; Relationships Education</b> Healthy and Safer Lifestyles

**Online safety also covered through the computing curriculum throughout the year, including Safer Internet Day.**

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

### 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	