Breadsall CE Primary School

Relationships and Sex Education Policy

Introduction

This Relationships and Sex Education (RSE) policy has been put together in consultation with our stakeholders. Its purpose is to outline our RSE provision. It is a working document, which provides guidance and information on all aspects of RSE in school for staff, parents/carers and governors. It is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'2019. It is approved by governors and reviewed every 3 years and published on the school website.

What is RSE?

'Relationships and sex education is learning about the emotional social and physical aspects of growing up, relationships, human sexuality and sexual health. It should equip children with the information, skills and positive values to have safe fulfilling relationships and take responsibility for their health and wellbeing.' (Sex Ed Forum)

'The focus in primary schools should be on in teaching the fundamental building blocks of positive relationships with reference to friendships, family relationships and relationships with other children and with adults' (DfE)

'The department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that boys and girls are prepared for the changes that adolescence brings and drawing on the knowledge of the human life cycle - how a baby is conceived and born'. DfE

RSE Policy Vision

Through our RSE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Aims

The aims of the RSE curriculum are:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Curriculum

At Breadsall CE Primary, RSE is taught within the Personal, Social and Health Education (PSHE) curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Circle time
- Collective worship
- Stories

Statutory Relationships Education

The following content is taught as part of Relationships Education. The outcomes are taken from the 2019 DfE guidance.

Statutory Relationships Government guidelines	Pupils should know:
Families and people who care for 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' 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
	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
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
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, for example family, school or other sources

Non-Statutory Sex Education

As part of statutory Health Education (see PSHE curriculum), children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Class 3 onwards. As part of the science curriculum, children learn in Class 2 that animals, including humans, have offspring which grow into adults and learn the correct names for the different parts of the body. In Class 4, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Class 3 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Class 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Class 4. Please note that Sex Education is non-statutory in Primary Schools and parents have the right to withdraw their children from these lessons. A letter will be sent home before the sex education unit is taught.

Non-Statutory Sex Education Pupils should know:	
Sex Education	that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
	that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
	how a baby develops in the womb and how babies are born

Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content may be covered in single sex groups e.g. menstrual hygiene, single sex question sessions

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Answering Difficult Questions

Members of staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later or referred back to parents. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they have any concerns.

Equality

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups however there may be occasions where children with Special Educational Needs are given extra support.

Assessment and Evaluation

Elements of RSE in the Science curriculum are assessed formally.
Assessment and evaluation of the RSE programme outside Science is conducted using a variety of informal activities which have been built into the programme. These could include peer assessment and self-assessment. Teachers delivering RSE constantly evaluate their lessons to inform future planning.

Withdrawal

Parents/Carers have the right to withdraw their children from the Sex Education part of the curriculum but the Relationship Education is statutory. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if the member of staff concerned believes that the child is at risk or in danger, then they should inform the Designated Safeguarding Lead who will take action as laid down in the Child Protection Policy.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The role of the PSHE Lead / Headteacher

The PSHE Lead monitors and reports on the effectiveness of the policy. It is the PSHE leads responsibility to ensure parents/carers and staff members are familiar with the policy. It is also their responsibility to ensure it is implemented effectively and that training is given where needed and to make staff aware of how to deal sensitively with issues should they arise.

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.

Links with other policies

This policy is linked with the following policies:
Foundation Subjects Policy (includes PSHE)
Child Protection Policy
Behaviour Policy
E-Safety Policy

Policy adopted by governors in March 2021
This version adopted by governors in March 2025
To be reviewed March 2026