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# Relationships and Sex Education (RSE) Policy

## Bank End Primary Academy

### Introduction

From September 2020, current regulations and guidance from the Department of Education state that pupils receiving primary education must be taught Relationships Education under the Relationships Education, Relationships and Sex Education, and Health Education (RSE) (England) Regulations 2019.

At **Bank End Primary Academy**, we acknowledge that for children to embrace the challenges of creating a happy and successful adult life, pupils need the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships. We understand that high-quality and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and enable children to know how and when to ask for help.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked-after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change to meet the needs of pupils over time.

When teaching this area of the curriculum, we are aware that we must be mindful of and respectful to a wide variety of faith and cultural beliefs, but equally, it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include impartial, scientific, and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, reproduction, and forced marriage. All teaching will reflect the law as it applies to relationships, marriage, adoption, and care.

We acknowledge that all young people deserve the right to factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

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### Defining Relationships Education

The Department for Education defines relationships education as teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other peers and adults.

At **Bank End Primary Academy**, we believe that relationships education helps children to develop the skills needed to recognise and manage healthy relationships both online and in the real world, recognise the differences and similarities between their peers and families, and understand that every human has the right to be respected and feel safe.

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Relationships and Sex Education enables pupils to learn about:

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children.
- Forming and maintaining caring relationships.
- The characteristics of healthy and respectful relationships, including online.
- How relationships may affect physical and mental health and wellbeing, and how to ensure they are safe.

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## Defining Sex Education

Sex education is not compulsory in primary schools, however, the Department for Education recommends that all primary schools should have a sex education programme tailored to the age and maturity of their pupils.

At **Bank End Primary Academy**, relationships and sex education (RSE) is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. We feel that it is important as it equips pupils with the information and skills they need to form healthy, safe, and fulfilling relationships with family, friends, partners, and themselves. We also want to ensure that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled, and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation, pressure, or abuse.

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## Aims of RSE at Bank End Primary Academy

- Provide a consistent standard of relationships, sex, and health education across the school.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Give pupils an understanding of reproduction and sexual development.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary RSE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

We will only use teaching materials that are appropriate to the age and religious background of our pupils, ensuring that they are rooted in morality and values to prepare children to be able to view relationships responsibly.

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## How Our Policy Was Formulated

Our Relationships and Sex Education policy has been developed by a working party of staff, using the Jigsaw PSHE curriculum, government guidance and best practice shared by English National Healthy Schools. Our policy has also been shared with parents and governors.

The policy and the RSE curriculum will be regularly reviewed to evaluate its effectiveness and relevance to our cohort of children; school will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Lead will gather staff views through regular Staff Voice feedback. Pupil Voice exercises will also be used to inform reviews and updates to planning, resources, and activities.

This policy will be available on the school website and a free copy can be requested at the school office.

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## Parental and Staff Involvement Regarding the Policy

We recognise that parents and carers are the primary providers of RSE for their children. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

In promoting this we will:

- Inform parents about the school's RSE policy and practice.
- Provide opportunities to view lesson plans and resources used in the RSE programme.
- Answer any questions that parents may have about RSE for their child.
- Take seriously any issues or concerns that parents raise.

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## Sex Education

Sex education will be taught in **Year 6** in the **Summer Term (Summer 2)** using the Jigsaw PSHE curriculum.

Children are taught to:

- Self-image
- Puberty
- Conception
- Boyfriends and girlfriends
- Adolescent friendships
- Real self and ideal self
- The year ahead

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## Parental Right to Withdraw

Parents have the **legal right to request** that their child be withdrawn from some or all non-statutory sex education, other than that which is part of the National Curriculum for Science. We will automatically grant requests to withdraw a child from any sex education other than the science curriculum.

There is **no parental right of withdrawal** from Relationships Education or Health Education content, or from any statutory sex education that forms part of the National Curriculum for Science.

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## Staff Training

Staff will take part in **termly RSE training**.

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## Delivery of RSE

- RSE will be taught within the **PSHE curriculum** and delivered in an **age-appropriate and sensitive manner** by class teachers.
- Ground rules will be established with classes before sensitive content is discussed.
- Pupil questions will be answered **honestly and factually**, without personal beliefs.

If questions raise safeguarding concerns, they will be referred to the **Designated Safeguarding Lead (DSL).**

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## Monitoring and Evaluation

School Leaders will work with the subject lead to monitor the provision of RSE through:

- Learning walks.
- Staff CPD.
- Pupil voice feedback.
- Book and planning monitoring.

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## Special Educational Needs

All pupils will be included. Content will be **differentiated** where needed, and additional resources used to meet the needs of pupils with SEND.

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## Complaints

Any complaints about the RSE programme should be made in accordance with the school's complaints procedure.

## Programme of Study

Detailed year-by-year curriculum content, including topics like:

- Families, friendships, body privacy, puberty, relationships, online safety, and reproduction.
- See full curriculum details above or request a copy from the school office.

Following the programme on Jigsaw PSHE Education, as below:

- **BM** (Being Me in My World)
  'Who am I and how do I fit?'
- **CD** (Celebrating Difference)
  Respect for similarity and difference. Anti-bullying and being unique
- **DG** (Dreams and Goals)
  Aspirations, how to achieve goals and understanding the emotions that go with this
- **HM** (Healthy Me)
  Being and keeping safe and healthy
- **RL** (Relationships)
  Building positive, healthy relationships
- **CM** (Changing Me)
  Coping positively with change

**Curriculum Content:**
**Relationships Education**
At **Bank End Primary Academy**, Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. This will be guided by the Healthy Schools programme where the topic of relationships will be repeated in a developmental programme to enable children to build upon their prior learning. Relationship Education will be taught in the Summer Term, the last half term of the academic year.

Key objectives of the statutory Relationships Education curriculum are outlined below:

**Families and people who care for me**
Children will learn:
• 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, may 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.
• 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**
Children will learn:
• How important friendships are in making us feel happy and secure, and how people choose and make

friends.
• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
• 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 physically or verbally aggressive behaviour 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.

**Respectful relationships**
Children will learn:
• 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 granting in relationships with friends, peers, and adults.

**Online relationships**
Children will learn:
• 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**
Children will learn:
• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
• Understand the concept of privacy and the implications of it for both children and adults; including that itis 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 and others.
• 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 e.g. family, school and/or other sources.

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