

# BURE PARK PRIMARY SCHOOL

## RELATIONSHIPS AND SEX EDUCATION and HEALTH EDUCATION POLICY



**LEARNING, CARING, GROWING SHARING**

ROLE	NAME	SIGNATURE	DATE
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Next Review	May 2027
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## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	4
7. Use of external organisations and materials .....	5
8. Roles and responsibilities .....	6
9. Parents' right to withdraw .....	6
10. Training .....	7
11. Monitoring arrangements .....	7
Appendix 1: Curriculum map .....	8
Appendix 2: By the end of primary school pupils should know .....	11
Appendix 3: Parent form: withdrawal from sex education within RSE .....	14

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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 under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Bure Park Primary 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/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff 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. Governor Consultation – all Governors were invited to read and make comments about the draft policy and it was discussed within the remit of the teaching and learning committee.
4. Parent/stakeholder consultation – parents/carers and any interested parties were invited to read the draft policy and make comments.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

The intended outcomes of our programme are that pupils will:

- Know and understand what makes and sustains good relationships with others;
- Understand they have a right to be safe;
- Understand they have a responsibility to foster healthy relationships in others;
- Develop the skills of knowing how to recognise a healthy or an unhealthy relationship.

### 5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

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

Our RSE curriculum is an integral part of our whole school PSHE education provision and will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- › Give careful consideration to the level of differentiation needed

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

The programme of study followed will be based on the JIGSAW scheme of work. This is a progressive scheme and builds year on year ensuring age appropriate learning. See Appendix A.

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE Leader. Selected resources, such as books and film clips, will be used to support and enhance understanding as appropriate. RSE will be taught through a range of teaching and learning styles. We place an emphasis on active learning by discussion, investigation and problem-solving activities.

We encourage children to take part in a range of practical activities that contribute to wider society eg. Charity fundraising, or involvement in an activity to help other individuals or groups eg. Sports' Day. We organise school life and classes such that pupils are able to participate in discussion to resolve conflicts peacefully, and set agreed school and classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. All visitors are subject to the school's Child Protection and Safeguarding Policy.

We teach RSE in a variety of ways. Some areas are taught as a PSHE lesson eg. Families and people who care for me. Some themes are taught in other curriculum areas eg Online relationships through computer E-safety learning.

An overview of the learning in each year group can be found in Appendix A.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- › Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- › Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- › Review any case study materials and look for feedback from other people the agency has worked with
- › Be clear on:
  - What they're going to say

- Their position on the issues to be discussed
- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say “no” or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers
- › Share all external materials with parents and carers

We **won’t**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### 8.3 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/carers wish them to be withdrawn from the [non-statutory/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.

### 8.4 Pupils

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

## 9. Parents’ right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] 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 school work will be given to pupils who are withdrawn from sex education.

## **10. 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, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by PSHE Subject Leader through:

Insert details of monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by PSHE Leader and Head Teacher every three years, or sooner depending on changes to guidance. At every review, the policy will be approved by the Governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

#### APPENDIX A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery + Reception	<b>Being me</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities NSPCC PANTS	<b>Celebrating difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<b>Dreams and goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	<b>Being me</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter NSPCC PANTS	<b>Celebrating difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and goals</b> 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	<b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<b>Relationships</b> 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	<b>Changing Me</b> Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition to new class

Year 2	<p><b>Being me</b>          Hopes and fears for the year          Rights and responsibilities          Rewards and consequences          Safe and fair learning environment          Valuing contributions          Choices          Recognising feelings          NSPCC PANTS</p>	<p><b>Celebrating difference</b>          Assumptions and stereotypes about gender          Understanding bullying          Standing up for self and others          Making new friends          Gender diversity          Celebrating difference and remaining friends</p>	<p><b>Dreams and goals</b>          Achieving realistic goals          Perseverance          Learning strengths          Learning with others          Group co-operation          Contributing to and sharing success</p>	<p><b>Healthy Me</b>          Motivation          Healthier choices          Relaxation          Healthy eating and nutrition          Healthier snacks and sharing food</p>	<p><b>Relationships</b>          Different types of family          Physical contact boundaries          Friendship and conflict          Secrets          Trust and appreciation          Expressing appreciation for special relationships</p>	<p><b>Changing Me</b>          Life cycles in nature          Growing from young to old          Increasing independence          Differences in female and male bodies (correct terminology - penis, vagina, anus, testicles, vulva)          Assertiveness          Preparing for transition to new class</p>
Year 3	<p><b>Being me</b>          Setting personal goals          Self-identity and worth          Positivity in challenges          Rules, rights and responsibilities          Rewards and consequences          Responsible choices          Seeing things from others' perspectives          Families          NSPCC PANTS</p>	<p><b>Celebrating difference</b>          Families and their differences          Family conflict and how to manage it (child-centred)          Witnessing bullying and how to solve it          Recognising how words can be hurtful Eg challenging the use the term gay in a derogatory manner          Giving and receiving compliments</p>	<p><b>Dreams and goals</b>          Difficult challenges and achieving success          Dreams and ambitions          New challenges          Motivation and enthusiasm          Recognising and trying to overcome obstacles          Evaluating learning processes          Managing feelings          Simple budgeting</p>	<p><b>Healthy Me</b>          Exercise          Fitness challenges          Food labelling and healthy swaps          Attitudes towards drugs          Keeping safe and why it's important online and off-line scenarios          Respect for myself and others          Healthy and safe choices</p>	<p><b>Relationships</b>          Family roles and responsibilities          Friendship and negotiation          Keeping safe online and who to go to for help          Being a global citizen          Being aware of how my choices affect others          Awareness of how other children have different lives eg discussion about fostering and adoption          Expressing appreciation for family and friends</p>	<p><b>Changing Me</b>          Family stereotypes          Challenging my ideas          Preparing for transition to new class</p>
Year 4	<b>Being me</b>	<b>Celebrating difference</b>	<b>Dreams and</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour?	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Jealousy	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	How babies grow Understanding a baby's needs Being unique Confidence in change Accepting change Preparing for transition to new class Environmental change
Year 5	<b>Being me</b> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	<b>Celebrating difference</b> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	<b>Dreams and goals</b> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<b>Healthy Me</b> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Body image Relationships with food Healthy choices Motivation and behaviour External and internal effects of puberty Menstruation Illustration of growth of baby in the womb Sperm and eggs with illustration	<b>Relationships</b> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	<b>Changing Me</b> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys – wet dreams, ejaculation Having a baby Conception (including IVF) Growing responsibility Coping with change Preparing for transition Sexual intercourse as part of sex education
Year 6	<b>Being me</b>	<b>Celebrating difference</b>	<b>Dreams and</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>

Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	<b>goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress Emergency aid	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings – masturbation, clitoris Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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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	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	