

Borough Green Primary School



Learning Together with Kind Hearts and Determined Minds

Relationships and Sex Education Policy

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Borough Green Primary School is committed to the principle of respecting diversity and fostering equality in everything it does. This policy develops and implements these principles. The school is committed to providing Relationships and Sex Education (RSE) that is relevant and sensitive to pupil's needs. Staff will teach RSE without bias whilst always respecting the different family backgrounds of each class. Teachers will show this respect by referring, where appropriate, to a range of families.

1. Aims

The purpose of RSE is to help and support pupils through their physical, emotional and moral development. At Borough Green Primary School, this programme is firmly embedded within the wider PSHE framework to help children develop the confidence and skills to respect themselves and others in order to live confident, healthy and independent lives.

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 primary school we must provide relationships education to all pupils as per the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

We are expected to offer all pupils a broad and balanced curriculum based on the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Borough Green 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. The consultation and policy development process involved the following steps:

1. Review – PSHE Leader read updates to statutory guidance
2. Staff consultation – staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy was shared with parents and carers with feedback invited.
4. Ratification – once amendments were made, the policy will be shared with governors and ratified

4. 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.

RSE is not about the promotion of sexual activity.

5. Curriculum

RSE teaching at Borough Green Primary School adheres to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors,

Headteachers, principals, senior leadership teams, teachers (07/2020). Materials used are in accordance with the PSHE framework, the Key Stage 1 and 2 Science Curriculum and the law. The RSE scheme of work ensures a graduated, age-appropriate curriculum and that the resources used are aimed at the maturity of the pupils. Teachers can use discussion around the resources to further tailor the teaching to the specific maturity of their class.

At Borough Green Primary School, we teach Relationships Education under the umbrella of our PSHE curriculum. The PSHE Leader liaises with colleagues regarding related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. To this end, we have subscribed to a comprehensive PSHE curriculum provided by the Coram Life Education SCARF; the long-term plan is shared together with this policy.

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore 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 both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Before lessons are taught, there is an opportunity for parents and career to view the content and materials we will be using.

For information on with which parts of the curriculum you can withdraw your child from and how to do this, see section 8.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE at Borough Green Primary School

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

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).

We will use the SCARF curriculum developed by Coram Life Education in line with the new RSE guidance issued by the DfE, which has been compulsory from September 2020. We will continue to follow any updates and renewals from the DfE.

Class Teachers will be responsible for delivering RSE lessons

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSE policy and hold leaders 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-statutory components of RSE

7.3 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 including SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 head teacher.

All teachers are required to teach the RSE curriculum, this should not be left for cover teachers.

Teachers at Borough Green encourage pupils to:

- Understand the physical and emotional implications of their behaviour.
- Respect how another pupil's faith, culture or family background can affect their attitudes to RSE.
- Create a respectful environment for asking and answering questions.

When children ask questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education, teachers and adults will suggest that this is a question for parents. It may be appropriate for the class teacher to speak to parents, outlining the nature of the question their child

has asked. If the question raises the possibility of a child being exposed to age inappropriate material or knowledge, the school's safeguarding policy will be followed.

7.4 Pupils

The school is committed to providing RSE that is relevant and sensitive to pupil's needs. Our programme aims to respond to the diversity of cultures, faith and family backgrounds within our school community. Staff will teach RSE without bias whilst always respecting the different family backgrounds of each class.

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

Distancing techniques such as anonymous questions, case studies and 'problem pages' encourage discussion, yet avoid personalising issues, so that children feel more at ease with the subjects taught. Teachers use their professional judgement when a child's question seems inappropriate to the age and stage of development. That question may be discussed with the child individually later on, rather than with the whole class; alternatively, if appropriate, the parent may be contacted so that they can discuss the question with their child at home (see The idea of the anonymous question box (used at the end of a lesson) is to give children an opportunity to ask questions that they are too shy to ask in front of others – teachers use this technique to assess the further needs of the class and to build in opportunities for discussion during future lessons.

8. Parents' right to withdraw

We are committed to working with parents and carers. Whenever more sensitive or specific aspects of RSE are being carried out, parents and carers will be notified and invited into school to preview the material children will be watching, as well as to ask questions. This will enable parents to be prepared to answer their children's subsequent questions or simply talk together about their children's learning.

"Parents have the right to request that their child be withdrawn from some or all of sex and relationship education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex and relationship education to their child at home instead).

If a pupil is excused from sex and relationship education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education."

(DfE 07/2020).

In practice this means that children cannot be withdrawn from relationships education but can be withdrawn from specific lessons regarding sex education. Parents will be invited to view any video resources that will be used prior to their children seeing them and are encouraged to discuss any concerns they may have at these meetings. Parental opinions will always be valued and respected. However, many parents say they are reassured by the preview sessions and find that open and honest discussion of the resources (and the reasons for including them) mean that they are happy for their child to be included in the lessons.

In summary:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory 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 head teacher.

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

9. Training

Staff training on the delivery of RSE is included in our continuing professional development calendar.

The head teacher and PSHE Leader 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Leader, through:

- Planning reviews
- Learning walks
- Book
- Lesson observations
- Pupil Voice interviews

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

The teaching of RSE will be supported by the PSHE Subject Leader.

Feedback from the children will also be sought and evaluated annually.



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes:

year	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Medicine Safety Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes Managing difficult feelings Relationships
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 1:

Science National Curriculum Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

National Curriculum Programmes of Study	Science Statutory requirements:	Non-statutory notes and guidance
Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager and adult.</i>
Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

Appendix 2:

Relationship Education pupils should know by the end of primary school as stated by DfE guidance

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 • 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'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	<ul style="list-style-type: none"> • 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 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

TOPIC	PUPILS SHOULD KNOW
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 • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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	
Headteacher signature	