

Belmont Cheveley Park Primary School



PSHE and Relationships and Sex Education Policy

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Contents

1. Aims
 2. Statutory requirements
 3. Policy development
 4. Definition
 5. Curriculum
 6. Delivery of RSE within PSHE
 7. Roles and responsibilities
 8. Parents' right to withdraw
 9. Training
 10. Monitoring arrangements
- Appendix 1: Curriculum map (long term planning)
- Appendix 2: By the end of primary school pupils should know
- Appendix 3: Parent form: withdrawal from sex education within RSE

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

Current regulations and guidance from the Department for Education state that the Relationships Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)

- Children and Social Work Act (2017)
- Working Together to Safeguard Children (2018)
- Keeping children safe in education – statutory safeguarding guidance (2023)

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 – a member of staff or working group 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, with a focus on healthy and positive relationships. Healthy lifestyles, diversity and personal identity are some of the aspects explored and celebrated.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Whole school incentives which are encompassed by our curriculum drivers are regularly reinforced via assemblies and curriculum days and highlight the importance of tolerance and respect for all.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher 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/non-science components of RSE (see section 8).

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
- Responding appropriately to pupils whose parents 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.

Mrs Karen Lazonby is the teacher in charge of RSE and health education. All staff are responsible for teaching RSE in school.

7.4 Pupils

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

8. Parents' right to withdraw

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

9. 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 or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by our PSHE subject leader, through:

- planning scrutinies
- learning walks
- lesson observations
- pupil discussions

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

This policy will be reviewed by our PSHE subject leader and head teacher biannually.

Appendix 1

PSHE/RSE long-term plan.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same & different about us?	*Friends, secrets & people who can help us. (Expect Respect)	**What helps us stay healthy?	**My body (NSPCC Underwear rule) Choices.	What can we do with money?	How can we look after each other & the world?
Year 2	*What helps us to stay safe?	*What is bullying?	How do we recognise our feelings?	**What helps us grow & stay healthy?	What makes a good friend?	What jobs do people do? Gender, career & assumptions (Expect Respect)
Year 3	How can we be a good friend? Resolving conflict (Expect Respect)	What are families like?	What makes a community?	*What keeps us safe? (Relationships and Health Edn)	Why should we eat well & look after our teeth?	Why should we keep active & sleep well?
Year 4	*Respect, examining violence, excuses & responsibility (Expect Respect)	What strengths, skills & interests do we have?	How can we manage our feelings?	*How can we manage risk in different places? (Relationships and Health Edn)	Health & prevention.	** How can our choices make a difference to others & the environment?
Year 5	How can we help in an accident or emergency?	What decisions can people make with money? What jobs would we like?	How can drugs common to everyday life affect health?	*How can friends communicate safely? Secrets & stories (Expect Respect)	*What makes up a person's identity?	**How will my body change as I go through puberty?
Year 6	** How can we keep healthy as we grow? *Mental health self-care techniques. *To learn to differentiate between 'risk', 'danger' & 'hazard'.		*How can media influence people? Challenging stereotypes (Expect Respect) (Relationships, Health and Living in the Wider World Edn.)		What will change as we become more independent? How do friendships change as we grow? Puberty and Reproduction.	

Key: Relationships Education Health Education Living in the Wider World

*E-safety computing link **Science link

Appendix 2

Relationships Education.

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

15. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.

19. That in school and 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.
20. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
21. What a stereotype is, and how they can be unfair, negative or destructive.
22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

23. That people sometimes behave differently online, including pretending to be someone they are not.
24. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
25. The rules and principles for keeping safe online.
26. How to recognise harmful content and contact online, and how to report these.
27. How to critically consider their online friendships and sources of information.
28. The risks associated with people they have never met.
29. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

30. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
31. About the concept of privacy and the implications of it for both children and adults.
32. That it is not always right to keep secrets if they relate to being safe.
33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
35. How to recognise and report feelings of being unsafe or feeling bad about any adult.
36. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
37. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
38. Where to seek advice, for example, from their family, their school and other sources.

Health Education.

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
3. The scale of emotions that humans experience in response to different experiences and situations.
4. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
11. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

12. That for most people, the internet is an integral part of life and has many benefits.
13. About the benefits of rationing time spent online.
14. The risks of excessive time spent on electronic devices.
15. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
16. How to consider the effect of their online actions on others.
17. How to recognise and display respectful behaviour online.
18. The importance of keeping personal information private.
19. Why social media, some computer games and online gaming, for example, are age-restricted.
20. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

21. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.

22. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

23. The characteristics and mental and physical benefits of an active lifestyle.

24. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

25. The risks associated with an inactive lifestyle, including obesity.

26. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

27. What constitutes a healthy diet, including an understanding of calories and other nutritional content.

28. The principles of planning and preparing a range of healthy meals.

29. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

30. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

31. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

32. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

33. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

34. About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist.

35. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

36. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

37. How to make a clear and efficient call to emergency services if necessary.

38. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

39. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

40. About menstrual wellbeing and key facts relating to the menstrual cycle.

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.	