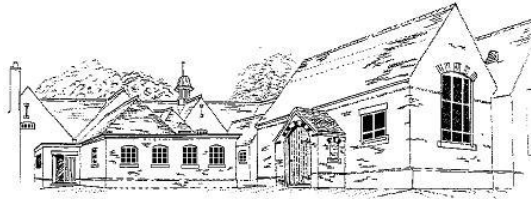


Bagthorpe Primary School



Relationships and Sex Education (RSE) Policy

2023-24

*Adopted: 28.09.2020
Reviewed: 30.01.2024*

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1. Aims: The aims of Relationships, Health and Sex Education (RHSE) 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,
- Teach pupils the correct vocabulary to describe themselves and their bodies,
- Help pupils develop feelings of self-respect, confidence and empathy,
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children,
- Help children to understand the consequences of their actions and behave responsibly within relationships,
- To be able to recognise unsafe situations, protect themselves and ask for help and support.

Bagthorpe Primary School considers that Relationships, Health and Sex Education (RHSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. Our programme is based on a scheme of work called SCARF provided by Coram Life Education.

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements: As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum.

In teaching RHSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bagthorpe we teach RHSE as set out in this policy.

Should you like to see the guidance from the government please visit:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. Definition: RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.

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

RHSE is not about the promotion of sexual activity.

4. Curriculum: Our RHSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts,
- Preparing boys and girls for the changes that adolescence brings,
- Exploring the impact of puberty on the body and the importance of physical hygiene,
- Understanding that menstruation and wet dreams are a normal part of growing up,
- How a baby is conceived and born, considered in the context of relationships,
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice.

For more information about our curriculum, see our curriculum map in Appendix 1.

- 5. Delivery of RHSE:** As part of RHSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RHSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RHSE curriculum in PSHE lessons (see appendix 1 for further details), however we also teach RHSE through other subject areas, eg, Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RHSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum: Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Teaching and Learning including delivery of the RHSE curriculum: In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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 RHSE 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).

6. Roles and responsibilities:

6.1 The governing body: The governing body has delegated the approval of this policy to the Pupils & Strategic Committee.

6.2 The Head Teacher: The head teacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 7).

The head teacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity,
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

6.3 Staff: All staff are responsible for:

- Delivering RHSE in a sensitive way,
- Modelling positive attitudes to RHSE,
- Monitoring progress,
- Responding to the needs of individual pupils,
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE.

Class teachers are responsible for teaching RHSE at Bagthorpe.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths, views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the head teacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

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

6.5 Parents: The school is well aware that the primary role in children's RHSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's RHSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RHSE,
- Answer any questions that parents may have about the RHSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons,
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHSE in the school,
- Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education,
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

7. 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 components of sex education within RHSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality: Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the head teacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs: Pupils with special educational needs will be given the opportunity to fully participate in RHSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equal Opportunities: RHSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Complaints Procedure: Any complaints or concerns about the Relationships, Health & Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Bagthorpe Complaints Procedure if they feel things are not resolved.

12. Monitoring Arrangements: The delivery of RHSE is monitored by SLT through, eg, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed by Mrs Y Pearse annually. At every review, the policy will be approved by the staff, governing body and the parents or carers.

13. Further Policies: In conjunction with this policy, please also see:

- Behaviour Policy and Procedures
- Safeguarding and Child Protection Policy
- Anti-bullying Policy and Procedures
- Mental Health & Wellbeing Policy
- Online Safety Policy

Please see below a useful document produced by the Government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Signed: _____ Dated: _____
Head Teacher

Signed: _____ Dated: _____
Chair of Governors



Delivering all the new DfE statutory requirements for Relationships Education and Health Education

Our mobile classroom and LifeSpace sessions provide high-quality, inspiring enrichment experiences, developing essential life skills. Expert educators deliver sessions covering sensitive and difficult issues such as drug use, safe and unsafe relationships, and mental health. Children remember their visits long after they've left primary school.

Schools booking a visit receive our award-winning SCARF online resources at no extra charge. SCARF – **S**afety, **C**aring, **A**chievement, **R**esilience, **F**riendship – provides a whole-school approach to children's physical and mental health and wellbeing, impacting on new Ofsted judgements of Personal Development and Behaviour and Attitudes.

SCARF covers all the DfE requirements for Relationships Education and Health Education, statutory from September 2020. With over 350 lesson plans, online planning and assessment tools, mapping to SMSC, British Values, National Curriculum and the PSHE Association's Programmes of Study, SCARF can make a positive and lasting difference in your school. And with Ofsted inspections now taking Relationships Education into account in their judgements, now is the time to see how we can help.

"All staff and pupils understand the SCARF code...The focus upon warm relationships of mutual respect creates a calm and purposeful atmosphere for learning."

Ofsted feedback to a school using SCARF

Find out more at www.coramlifeeducation.org.uk





Relationships Education Lesson Plan Grid inc. non-statutory Sex Education

Appendix 1

Coram Life Education Map of SCARF lesson plans that ensure schools meet the requirements of the DfE draft Primary

Relationships Education curriculum, and also National Curriculum Science.

Please note: in addition to covering the new statutory requirements, the full SCARF resource provides everything you need to deliver comprehensive

PSHE and Wellbeing education in an easy-to-use, manageable format. SCARF is a flexible programme that can be tailored to your school's precise needs.

SCARF units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)	Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends	How are you feeling today? Being a good friend Let's all be happy	My special pet Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2) When feelings change Under pressure	How good a friend are you? Relationship cake recipe	Solve the friendship problem Assertiveness Don't force me Acting appropriately
Valuing Difference (DfE category: Respectful relationships)	Same or different? Who are our special people?	That makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	Ok to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
Keeping Myself Safe (DfE category: Being safe, Respectful relationships Online relationships)	Who can help? (1) Harold loses Geoffrey Good or bad touches	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business! Raisin Challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you....?	Traffic lights To share or not share? Joe's story (part 2)
Rights and responsibilities (DfE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		Fakebook Friends
Being my best (DfE category: Being safe)			I am fantastic!	That makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
Growing and changing (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise? My changing body	My feelings are all over the place! All change! Period positive Secret or surprise Together	How are they feeling? Taking notice of our feelings Growing up and changing bodies Changing bodies and feelings Help I'm a teenager, get me out of here! Stop, start stereotypes	I look great! Media Manipulation Is this normal? Making babies

Life Education Coram Life Education and educator-led sessions - mobile classroom, LifeSpace or classroom delivery

Mapping to DfE Statutory Guidance Categories and statements: Relationships Education (Primary)

KEY: = ✓ = CLE session supports and contributes to this outcome.

R = CLE Relationships Education session supports and contributes to this outcome.

B = Cyberwise session supports and contributes to this outcome.

Remember: your SCARF resources also cover the new DfE statutory requirements

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Families & people who care for me	1. That families are important for children growing up because they can give love, security and stability.						R	R	R
	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 to ether 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.						R	R	R
	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	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.		✓	✓	✓	✓	✓	✓	✓
	2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.				✓	✓ B	✓	✓	✓
	3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded				✓	✓ B		✓ B	✓ B
	4. 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.			✓	✓	✓	✓	✓	✓
	5. 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.				✓	✓		✓	✓ B

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Respectful relationships	1. 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 references or beliefs.				✓		✓	✓	✓
	2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.					✓ B	✓	✓ B	✓ B
	3. The conventions of courtesy and manners.			✓	✓	✓ B		✓ B	✓ B
	4. The importance of self-respect and how this links to their own happiness.					✓	✓ R	✓ R	✓
	5. 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.					✓ B		✓ B	✓ B
	6. 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				✓	B		B	✓ B
	6. What a stereotype is, and how stereotypes can be unfair, negative or destructive.								
	7. The importance of permission-seeking and giving in relationships with friends, peers and adults.					B	R B	R B	R B
Online relationships	1. That people sometimes behave differently online, including by pretending to be someone they are not.					B	B	B	B
	2. 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.					B	B	B	B
	3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.					B	B	✓ B	✓ B
	4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					B	B	✓	B
	5. How information and data is shared and used online.								
Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).					B	B R	✓ B R	✓ B R
	2. 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.					B	R	R	R
	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.						R	R	R
	4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online whom they do not know).								B
	5. How to recognise and report feelings of being unsafe or feeling bad about any adult.						R	R B	R
	6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.						R	R	R
	7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.						R	R	R
	8. Where to get advice, eg, family, school and/or other sources.						R	R	R

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Mental Wellbeing	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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		✓		✓				
	3. 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.		✓		✓		R	✓ R	
	4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			✓	✓	✓	✓		✓
	5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	✓	✓	✓	✓	✓	✓	✓	✓
	6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓	✓	✓	✓	✓	✓	✓
	7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓		✓		✓		
	8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.				✓	B			
	9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions including issues arising online.				✓	B			
	10. It is common for people to experience mental ill health. For 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	1. That for most people the internet is an integral part of life and has many benefits.				✓	✓ B	✓	✓	✓
	2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓ B	✓	✓	✓
	3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					B		✓	
	4. Why social media, some computer games and online gaming, for example, are age restricted.					B			✓
	5. 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.								
	6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.						B		
	7. Where and how to report concerns and get support with issues online.					B	B		

Category	By the end of primary school pupils should know:	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Physical health and fitness	1. The characteristics and mental and physical benefits of an active lifestyle.				✓	✓	✓	✓	✓
	2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓	✓	✓	✓	✓	✓	✓
	3. The risks associated with an inactive lifestyle (including obesity).								
	4. How and when to seek support including which adults to speak to in school if they are worried about their health.								
Healthy Eating	1. What constitutes a healthy diet (including understanding calories and other nutritional content)?			✓	✓	✓	✓	✓	✓
	2. The principles of planning and preparing a range of healthy meals.			✓					
	3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg, the impact of alcohol on diet or health).			✓					
Drugs, alcohol and tobacco	1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (NB: <i>Medicine safety also included in our sessions.</i>)*		✓*	✓*	✓*	✓	✓	✓	✓
Health and prevention	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.								
	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer (<i>depending on time of year of visit</i>).	✓	✓	✓					
	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	✓	✓	✓	✓	✓	✓	✓	✓
	4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓	✓	✓					
	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	✓	✓	✓					
	6. The facts and science relating to allergies, immunisation and vaccination.								
Basic First Aid	1. How to make a clear and efficient call to emergency services if necessary.								
	2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.								
Changing Adolescent Body	1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.						R	R	R
	2. About menstrual wellbeing including the key facts about the menstrual cycle.						R	R	R

Appendix 3

Parent Form: Withdrawal from Sex Education with RHSE

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To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, health and sex education			
Any other information you would like the school to consider			
Parent Signature			

To be completed by the school
Agreed actions from discussions with parents