

Boulevard Primary Partnership – Relationships and Sex Education (RSE) Policy



This policy has been developed alongside the statutory guidance from the DfE:

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

The document states:

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A. Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

1 Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors.

RSE teaching should make a significant contribution to the development of the personal skills needed by pupils so they can establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable loving relationships, respect, love and care. It also relates to the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation, gender or sexual activity – this would be inappropriate teaching.

RSE will place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

2 Definitions:

Relationships Education enables children to be taught about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. They are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking

and giving, and the concept of personal privacy. Children are also taught about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. It is vital that children understand about healthy friendships, family relationships and other relationships which young children are likely to encounter. Online relationships are included within this.

Sex education

Sex Education is taught in Year 6 at Southwood School. Children will be taught about puberty, growing up and how a baby is conceived and born, as well as answering questions they may have about these topics and other areas to do with adolescence and puberty, including LGBTQ+ and online safety. They are also taught about the physical and emotional changes that occur at this time.

3 Delivery of Sex Education

We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. We promote social learning and expect our pupils to show a high regard for the needs and feelings of others. No child is excluded because of race, gender or religion. We understand that our pupils come from a range of cultures and celebrate a range of religions and we always consider this carefully when planning any work with children regarding RSE. We also ensure that the RSE and Health Education that we provide includes all children regardless of their additional needs, therefore the education may be differentiated or personalised according to need.

Parents/carers have the right to withdraw their child from the sex education parts of the RSE learning, apart from those parts included in the statutory National Curriculum for Science.

Those parents/carers wishing to exercise this right are invited to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the sex education programme until the request for withdrawal has been removed.

In Year 6, children have specific sex education lessons, which is normally delivered in mixed gender groups, when the Scientific requirements are taught. When it is deemed more appropriate for topics to be covered in single sex groups i.e.: puberty changes, this will be arranged. External agencies such as the school nurse have been used on occasions to help deliver RSE lessons.

Before these lessons begin, parents and carers are informed that the Year 6 teachers will be teaching Sex Education in the coming weeks. Sex education is an integral part of the school curriculum and we will ensure information is presented in a sensitive and age appropriate manner, as the content covers sensitive issues. Parents and carers are asked if they would like to view the materials being taught, prior to the lessons.

All input to sex education lessons is part of a planned programme and negotiated and agreed with staff in advance. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering sex education will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information e.g. helplines, websites, leaflets etc.

Throughout all year groups, from foundation to Year 6, children will be taught to judge what kind of physical contact is acceptable or unacceptable and how to respond. This will include being aware of different types of relationship and about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact. This will be delivered in age appropriate circumstances appropriate to the understanding of the children within the class. The requirements of the Science National Curriculum and the statutory requirements of Relationships Education are outlined below:

4 Science National Curriculum

Year group	Statutory Requirements	Notes and Guidance (non-statutory)
Early Years Foundation Stage (<i>from Statutory framework for the early years foundation stage 2023</i>)	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Respect, friendship, • happy, sad, worried, cross, nervous.
Year 1	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • Pupils should 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.
Year 2	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults 	<ul style="list-style-type: none"> • Pupils should be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. • The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Year 3	<ul style="list-style-type: none"> • identify that humans and some other animals have skeletons and muscles for 	<ul style="list-style-type: none"> • Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and

	support, protection and movement.	muscles, finding out how different parts of the body have special functions.
Year 4	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. describe the simple functions of the basic parts of the digestive system in humans 	<ul style="list-style-type: none"> Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.
Year 5	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Year 6	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle 	<ul style="list-style-type: none"> Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies

	<p>on the way their bodies function</p> <ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including humans. 	<p>might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <ul style="list-style-type: none"> Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
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5 Relationships Education – By the end of Primary School:

Families and people who care for me	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.
Respectful relationships	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 e.g. family, school and/or other sources.

6 Physical health and mental wellbeing:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• 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.• 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.• why social media, some computer games and online gaming, for example, are age restricted.• 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.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• 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.• the risks associated with an inactive lifestyle (including obesity).• how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none">• what constitutes a healthy diet (including understanding calories and other nutritional content).• the principles of planning and preparing a range of healthy meals.• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none">• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	Pupils should know <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

7 Assessment and Evaluation

Elements of the sex education in the science curriculum are assessed formally. Assessment and evaluation of the sex education programme outside the science curriculum is conducted using a variety of informal activities which have been built into the teaching and learning. This could include peer and self assessment. Teachers delivering sex education should constantly evaluate their lessons to inform future planning.

8 Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the DSL and Deputy DSLs. In such incidents, the child concerned will be informed that the details they gave will need to be followed up and reasons why. The child will be supported by the school throughout the process.

9 Support and Training

All staff with specific responsibility for delivering the RSE programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

This policy should be read in conjunction with the BPP Child Protection and Safeguarding Policy.