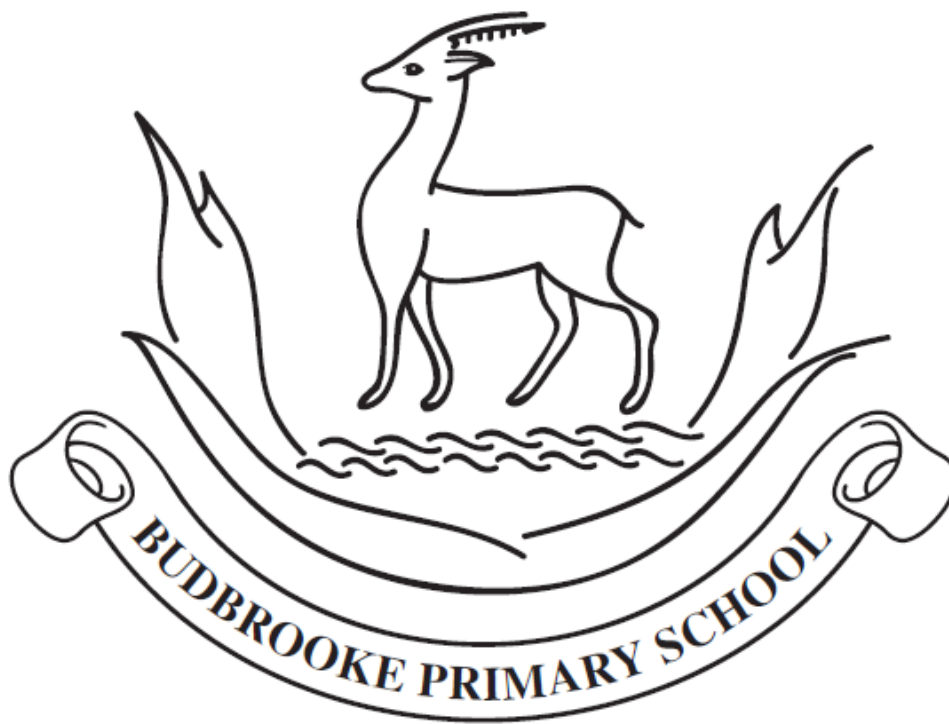


Budbrooke Primary School



Relationships and Sex Education Policy

This policy was drafted by C Thomas. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

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| Date adopted by Governors: | May 2023 |
| Date for policy review: | May 2025 |
| Person responsible for review: | Headteacher |
| Signed by Chair of Governors | Liz Appleyard |

1 Introduction

We recognise 'Relationship and Sex Education' as the policy's full title but will refer to this in the rest of this policy as 'RSE'.

The Relationships Education, Relationships and RSE and Health 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.

The DfE have released guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams and teachers. [DfE guidance](#)

All schools are currently expected to provide PSHE education in their curriculum and this expectation has been strengthened when Relationships Education and Health Education aspects of the primary curriculum became compulsory in all schools from September 2020.

The DfE states that, the content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and their parents/carers while always with the aim of providing pupils with knowledge they need of the law.

Here at Budbrooke Primary School we are committed to the development of the whole child and as a consequence we place P.S.H.E education, Relationships and RSE (RSE) and Health Education at the heart of all that we do.

This policy outlines the Intent, Implementation and Impact of how RSE education is taught in our school. The RSE Policy should be read in conjunction with the following policies: PSHE, SEND and Safeguarding.

The Implementation of this policy is the responsibility of all teaching staff. The school policy for RSE reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

2. Intent

At Budbrooke Primary School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. RSE is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

RSE is part of the personal, social and health education (PSHE) curriculum in our school. As we develop our pupils understanding of relationships and sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

We provide a framework in which sensitive discussions can take place and prepare children by teaching them about:

- puberty and the physical development of their bodies as they grow into adults; the way humans reproduce;
- the importance of health and hygiene associated with sexual development;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;

- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

3. Implementation

- **Our School Aims:**

At Budbrooke Primary School we endeavour to ensure that every child will achieve their full potential through celebrating success within a positive learning environment. Our aim is for every child to be happy, safe, healthy, successful, caring and confident. We want to lay the foundations for our children to feel equipped to make a positive contribution to society. We maintain that learning should be rewarding and an enjoyable experience for everyone; it should be FUN!

We teach about relationships and sex in the context of the school's aims and values. While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work.

We teach RSE on the understanding that:

- it is important to build positive relationships with others, involving trust and respect;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies; establishing personal space and boundaries and having an understanding between appropriate and inappropriate contact (the forerunners of teaching about consent)
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.

- **RSE Curriculum:**

RSE is taught as explicit lessons through the PSHE and science curriculums but it is also embedded in other areas of the curriculum and day-to-day life of the school.

Here at Budbrooke Primary school, we have taken the decision to implement the Coram Life Education SCARF framework which represents the values for children of Safety, Caring, Achievement, Resilience and Friendship. It provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

SCARF meets all DFE requirements for statutory Relationships and Health Education and has been mapped to the PSHE Association programmes of study, SCARF is a whole-school framework that supports the delivery of RSHE, PSHE and wellbeing through an approach to promote behaviour, safety, achievement and well-being.

Three themes are covered which directly supports the RSE statutory requirements

Keeping Safe - including specific themes addressing body image and ownership, safe and unsafe touches, secrets, staying safe online, sharing personal information and images.

Relationships - identifying healthy and unhealthy relationships including friendships, developing assertiveness and safe behaviours in relationships - building on the SCARF resources which address these issues.

Growing and changing - including human reproduction, how a baby is conceived and born, and physical and emotional changes at puberty.

While we carry out the main RSE in our personal, social and health education (PSHE) curriculum, we also do some RSE through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

In science lessons, in both Key Stages, teachers follow the guidance material in the national scheme of work for science. Areas that particularly relate to RSE are 'Animals including humans' and 'Living Things and their habitats'

In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

- **Promoting Health Education:**

We promote health education by:

- focussing on good physical health and mental wellbeing
- children are taught about the benefits and importance of a healthy routine
- listening to the views of the children in our school regarding RSE;
- look positively at any local initiatives that support us in providing the best RSE programme that we can devise.

We have a positive growth mindset culture embedded into our curriculum which supports children in understanding the benefits of good health and wellbeing through the teaching of the Rising Stars Growth Mindset scheme.

Other areas of health education are covered explicitly through relevant subject areas, e.g. the teaching of internet safety is included within the computing curriculum.

In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all pupils know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects people who menstruate. We always teach this with due regard for the emotional development of the children.

This builds upon learning throughout the school via the Taking Care project where children are taught about their bodies.

- **Delivery:**

Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment.

Staff have received CPD in delivering the Taking Care project which supports them in responding to the needs of the individual child and support children with any questions or concerns they may have. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

- **The role of parents/carers and carers**

The school is well aware that the role of parents/carers in the development of their children's understanding about relationships is vital. They have a significant influence in enabling their children to grow and mature and to form healthy relationships. We therefore wish to build a positive and supporting relationship with the parents/carers and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- consult parents/carers and carers about the school's RSE policy and practice;
- answer any questions that parents/carers or carers may have about the RSE of their child;
- take seriously any issue that parents/carers or carers raise with teachers or governors about this policy, or about the arrangements for RSE in the school;
- encourage parents/carers and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents/carers and carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents/carers and carers have the right to request that their child be withdrawn from some or all of the sex education programme delivered as part of the statutory RSE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers/carers in this regard.

Relationships Education is compulsory for all primary school children.

- **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme. Other people that we call on include local clergy, social workers and youth workers.

- **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

- **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents/carers/carers are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

4. Impact

Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

5. Monitoring and Review

The Headteacher monitors this policy on a regular basis and reports to governors when requested on the effectiveness of the policy.

This policy will be reviewed every two years or earlier if necessary.

Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

This image shows a full page of handwriting practice paper. It features multiple sets of three horizontal dashed lines, each set providing a guide for letter height and placement. The lines are evenly spaced across the entire page, leaving ample room for practicing various writing styles and sizes. There are no margins, text, or other markings present.