



Relationships Education, Relationships and Sex Education (RSE) & Health Education Policy

(RSHE)

Bowburn Primary School

Date policy approved/adopted	June 2024
Next review date	June 2025
Approved by:	Governing Body
Head teacher	Mrs N Maughan
Governor	TBA

Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be read in conjunction with:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- PSHE Policy
- Promoting Mental Health and Resilience Policy
- Drugs Policy

2. The engagement and consultation process has involved

- Consultation and engagement with parents/carers – remote or in person
- Review of RSHE curriculum content with staff, pupils and parents /carers
- Consultation, agreement and implementation of policy by school governors

This policy template has been developed regard to the DfE Relationships Education, Relationships and Sex Education and Health Education guidance 2019. Taking into consideration changing adolescent bodies which schools have a requirement to teach and strongly links with RSE.

3. Define your RSHE Programme

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes. A clear topic plan shows when and which objectives will be taught in each year group.

Health Education (Physical Health and Mental Wellbeing) will focus on teaching the characteristics of good physical health and mental wellbeing. Puberty including menstruation will be covered in Health Education and addressed before the onset of puberty. This will ensure that all pupils are prepared for physical and emotional changes that they and their peers will experience as they grow up.

4. Principles and Values

In addition, Bowburn Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness. Family is a broad concept; not just one model, e.g. children living with blended families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any family structure. The important values are love, respect, kindness, generosity and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

RSHE has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships including online with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers and adults, interacting online.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Should know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

5. Aims and Objectives

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- understand seeking permission and consent

- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

At Bowburn Primary School our RSHE curriculum is guided by our school drivers. Links are made to these in all subjects and are evident in our RSHE curriculum:

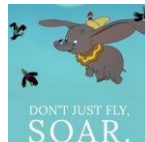
Resilience



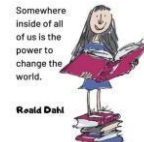
Empathy



Aspirations



Community



Health



6. Roles and Responsibilities

SLT: Mrs N Maughan (Headteacher)

RSHE Lead Governor: TBA

RSHE Lead: Mrs J Foster

Safeguarding: Miss K Gates (Parent Support Adviser)

ICT Lead: C Galloway

7. Organisation and Content of RSHE

Bowburn Primary School delivers RSHE through its PSHE curriculum (and the Science National Curriculum.) We have adapted the PSHE Association thematic approach and planning for our PSHE and RSHE curriculum.

Our long term plan consists of three whole school themes; Health and Wellbeing; Relationships and Living in the Wider World. These are divided into three topics per term.

Autumn term Health and Wellbeing			Spring term Relationships			Summer term Living in the Wider World		
Healthy Lifestyles	Ourselves Growing and Changing	Keeping Safe	Respecting ourselves and Others	Families and Friendships	Safe relationships	Belonging to a Community	Media literacy and Digital resilience	Money and Work

RSHE lessons are set within the context of the PSHE curriculum and focus on the emotional aspects of development and relationships. In the topic Ourselves, Growing and Changing the RSE (Relationships and Sex Education) knowledge and skills are broken down into age appropriate lessons and these are sequenced within a planned programme across KS1 and KS2:

	Topic: Ourselves, Growing and Changing Pupils will have the opportunity to learn:
Year 1	<ul style="list-style-type: none"> <input type="checkbox"/> what makes them special and unique and celebrate what they are good at.
Year 2	<ul style="list-style-type: none"> <input type="checkbox"/> how their bodies and needs change as they grow. <input type="checkbox"/> to use the scientific vocabulary for external male and female body parts (vulva, vagina, penis, testicles.) <input type="checkbox"/> about respecting privacy and that parts of the body covered by underwear are private.
Year 3	<ul style="list-style-type: none"> <input type="checkbox"/> about their personal strengths and achievements and how these make them feel. <input type="checkbox"/> about friendships, including why it is important and what makes a good friend. <input type="checkbox"/> how to maintain good friends and ways to manage disagreements with their friends.
Year 4	<ul style="list-style-type: none"> <input type="checkbox"/> what puberty is, including when and why it happens. <input type="checkbox"/> about some of the physical changes that happen during puberty.
Year 5	<ul style="list-style-type: none"> <input type="checkbox"/> about the biological changes that happen during puberty. <input type="checkbox"/> about the importance of personal hygiene routines and the body parts and areas to keep clean during puberty. <input type="checkbox"/> to describe ways to manage physical changes during puberty, including the use of products. <input type="checkbox"/> about the emotional changes that happen when approaching and during puberty. <input type="checkbox"/> where to get information and advice about growing and changing
Year 6	<ul style="list-style-type: none"> <input type="checkbox"/> about the biological changes that happen during puberty (recap from Y4 – 5) <input type="checkbox"/> becoming more independent including practical strategies to cope with taking on new responsibilities. <input type="checkbox"/> awareness of different types of relationships, including how to manage changes that happen in relationships. <input type="checkbox"/> about how a baby is made.

Our PSHE, including RSHE lessons are completed weekly in KS1 and KS2. Teachers deliver the lessons to their class. They are aware of their pupils' individual needs and circumstances and can support them with sensitivity and consideration. Pupils are taught in mixed classes and not segregated by gender.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. If and when this situation arises, we may contact parents/carers to make them aware of the discussion and questions raised and devise a response together if appropriate. Children's whose questions go unanswered may turn to inappropriate sources of information, therefore it is important to answer questions in a factual and accurate manner.

More expert or specialist teachers and other professionals may support staff with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for staff, so that they can develop their confidence in delivering the whole of the RSHE programme.

Pupils record their work in their PSHE exercise book. Assessment is carried out where appropriate, for example, at the end of each topic and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At Bowburn Primary School all staff will use the correct biological vocabulary to avoid misunderstandings and ambiguity. The words will be used in an age and stage appropriate way. They include penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. The correct terms help pupils to report abuse and strengthens our approach to safeguarding.

8. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Educational Needs and Disabilities (SEND)

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Teaching is sensitive, age-appropriate and developmentally appropriate to meet the varied needs of our pupils. Where possible the RSHE curriculum will be adapted to suit, to ensure that all pupils can have access to the same curriculum.

Gender, Identity and Sexual Orientation

The RSHE lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them. At Bowburn Primary School we are also covering aspects of gender, identity and sexual orientation through our partnership with the Educate and Celebrate programme.

9. Working with parents/carers and the wider community

At Bowburn Primary School we believe the role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when.

Some ways which we will continue to work with parents/carers include:

- Our policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.
- Our long term planning overview will be made available on our website.
- A class newsletter will be sent home on a half termly basis which gives details of the RSHE and PSHE aspects being taught in each year group.
- A PSHE and RSHE specific newsletter will also be sent home termly to give parents/carers further details.

10. Right to be excused from Sex Education

Alongside many schools we will choose to cover some additional content on sex education which is tailored to the age and the physical and emotional maturity of our pupils. We will make it clear what will be taught and consult with parents on what is to be covered before the final year of primary school. We will offer parents support in talking to their children and aim to work in partnership with parents/carers to keep our pupils knowledgeable and safe as they grow up.

Parents/carers have the right to withdraw their children from some or all of the sex education that goes beyond the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education. Alternative arrangements and purposeful education would need to be provided in such cases. Parents/carers should be encouraged to discuss their concerns and / or decisions with the Head Teacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSHE resources the school uses and are encouraged to ask questions to gain clarity if required.

11. Safeguarding reports of abuse and confidentiality

It will be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'

12. Monitoring and Evaluation of RSHE

Monitoring and evaluation will be completed by the subject leader. This will involve learning walks, book scrutinies and pupil/parent voice.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.