



Relationships & Sex Education Policy

including Health Education

Statutory or non-statutory	Statutory
Reviewed by full Governing Body or committee	Governing Body
Policy review date	July 2024
Date of next review	July 2025

What is relationships and sex education?

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Why is relationships and sex education in schools important?

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- As of September 2020, the objectives for primary school set out in the DfE relationships and sex education guidance for schools will become compulsory to be taught in schools.

Sex Education & Health Education begin in the home where patterns of behaviour and attitudes influence health. The task of the school is to support and promote attitudes, practices and understanding conducive to good health. This should be done with sensitive regard to the relationship that exists between children and their families.

Aims of Relationships and Sex Education:

- ensures the programme is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

Objectives of Relationships and Sex Education:

- promote a positive ethos and environment for learning
- ensure safeguarding of all pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- promote a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- enable pupils to keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice

- reduce early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

What needs to be covered?

The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults in the following areas as guided by the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019):

Relationships (5 areas)

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being safe

Physical Health and Mental Wellbeing (8 areas)

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (taught in through the science curriculum)

Guidance from the DfE states that the statutory requirements for the end of Foundation, Key Stage 1 and Key Stage 2 are:

Self-awareness		
Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...themselves and positive attributes.	...their self-esteem and self-confidence.	...their self-esteem, self-confidence and how they develop as individuals.

Feelings and emotions		
Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...their own and others' feelings and emotions.	... their own and others' feelings and emotions and how their actions affect others.	...their management of a range of feelings and emotions and the feelings and emotions of others.

Health, growth and change Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...the importance of keeping healthy.	... strategies and skills for keeping healthy.	...how to sustain their health, growth and well-being.

Safety strategies Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...how to keep safe in familiar and unfamiliar environments.	...how to keep safe in familiar and unfamiliar environments and skills for keeping safe.	...coping safely and efficiently with their environment.

Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...their relationships with family and friends.	...their relationships with family and friends and initiating mutually satisfying relationships.	...initiating and sustaining mutually satisfying relationships.

Similarities and differences Teachers should enable pupils to develop knowledge, understanding and skills in developing...		
Foundation Stage	Key Stage 1	Key Stage 2
...similarities and differences.	...similarities and differences between people.	...valuing and celebrating cultural differences and diversity.

Note: Parents are unable to request that their child be withdrawn from Relationships Education.

How is it taught at Branfil?

Growing up with Yasmine and Tom is an online resource we access via an annual subscription to deliver high-quality sex and relationships education (RSE) as part of our PSHE programme.

The Department for Education recognises the need for RSE at all key stages and encourages schools to develop their own lesson content with support from expert sources. Growing Up with Yasmine and Tom was developed with this in mind.



It includes age-appropriate lesson plans and fun, interactive whiteboard activities designed to meet curriculum requirements for children aged 5–11 (Years 1-6).

Animation, sound and touch-screen activities bring the characters Yasmine and Tom to life, as they cover topics including the body, feelings, relationships, family life and online safety.

The following topics 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, e.g. looked after children or young carers.

Topics covered by Growing Up with Yasmine and Tom are:

<p>Module One – ages 5 to 7 (Years 1 and 2)</p>	<p>My body: External body parts My body: Internal body parts My body: Keeping clean Life cycles: Different ages Life cycles: Looking after babies Keeping safe: In the house Keeping safe: Out and about Keeping safe: People who can help me Feelings: Different emotions Feelings: What to do if we feel sad Relationships: Different families Relationships: Friends Online technology safety: Taking care online: personal details Online technology safety: Taking care online: Who can help us? Gender stereotypes/Celebrating difference: Similar and different Gender stereotypes/Celebrating difference: Toys</p>
<p>Module Two – ages 7 to 9 (Years 3 and 4)</p>	<p>My body: Sexual body parts - male My body: Sexual body parts - female My body: Keeping clean Life cycles: Growing up and getting older Life cycles: Me, myself and I Keeping safe: Personal space Keeping safe: Identifying risk Keeping safe: People who can help me Feelings: Expressing our feelings Feelings: Managing our feelings Relationships: What makes a good friend? Relationships: Getting on with your family Online technology safety: Photos of myself online Online technology safety: Taking care online: Who can help us? Gender stereotypes/Celebrating difference: Jobs we do</p>

	Gender stereotypes/Celebrating difference: Mothers and fathers
Module Three – ages 9 to 11 (Years 5 and 6)	My body: Puberty My body: Periods My body: Wet dreams Life cycles: How babies are made – sexual intercourse Life cycles: How babies are made – assisted fertility Life cycles: Multiple births Life cycles: How babies are born Keeping safe: Assertiveness, saying no Keeping safe: Good and bad touch Keeping safe: People who can help me Feelings: How easy is it to talk about... Feelings: Talking to people about how we feel Relationships: Trust Relationships: Peer pressure Online technology safety: Social networking and sending pictures Online technology safety: Cyberbullying Gender stereotypes: Sexual orientation Gender stereotypes: Discrimination and equal opportunities

Programme delivery: Year group letters are sent out to parents and carers in the first half of the summer term; these state explicitly the lessons and objectives to be taught for that year group. The letters have the dates of when the programme will be taught. The letters also explain that parents and carers have an opportunity to view the material with the class teachers prior to the delivery of the programme and offer a session to do this.

NOTE: Parents can withdraw their child from the non-statutory elements, including some aspects of sex education, for all or some of the sessions and alternative work and areas are found for the child to work in. Parents are unable to request that their child be withdrawn from Relationships Education.

The programme is delivered in the second half of the summer term by class teachers. The delivery and content will be made accessible to all pupils, including those with special educational needs through teacher differentiation and individual additional support that would be expected and available in every lesson or for specific pupils with IEP's and/or EHCP's. Teachers keep work from the Yasmin & Tom programme of work stored in a separate folder rather than inside their PSHE folder, due to some of the work's confidential and personal elements.

Where RSE is covered in our science curriculum

Year 2 Science programme of study: Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 5 Science programme of study: Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age.

In addition to RSE, PSHE and Science lessons, the RSE curriculum is also delivered in other ways such as assemblies, during mental health week and during children's mental health week. A detailed breakdown of where each aspect of the statutory RSE curriculum is taught at Branfil can be found in the RSE coverage curriculum map (Tdrive>curriculum>PSHE>RSE coverage document).

Who is responsible for teaching Relationship Education?

- Every member of staff at the school to promote the core British Values and to be positive role models
- Class teachers for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress and responding to the needs of individual pupils
- Head teacher to ensure that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE
- The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation
- Parents and carers as the pupils' primary educators

Monitoring and Evaluating this policy

- Parents and carers will have opportunities to view the Yasmin and Tom materials before RSE is taught in the summer term.
- The Personal, Social, Health and Economic subject leader will be in charge of monitoring and evaluation of the quality of teaching and learning across the school.
- Evidence will be inputted onto our Spiritual, Moral, Social and Cultural development grid by teaching staff for monitoring purposes.
- Groups of pupils will be asked to take part in short pupil voice sessions to gain feedback from them throughout the year to provide useful feedback for areas to target.
- Staff will include a piece of evidence in RE/PSHE folders each half term and in the science books where relevant.
- The Personal, Social, Health and Economic subject leader will report to the Governing Body twice a year about adherence to the policy and the quality of teaching and learning in this area.

