



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Relationships and Sex Education Policy



This policy was updated in Summer 2023

It will be reviewed in the Summer Term 2026

vers 13.06.23

OUR SCHOOL VISION STATEMENT

To be a school that reflects the love of Christ: **cherishing** each other as unique individuals and **challenging** all to achieve and succeed.

Definition of Relationships and Sex Education (RSE)

RSE in primary schools teaches children the fundamental building blocks and characteristics of positive relationships with other peers and adults. It is about understanding the importance of marriage, family, stable and loving relationships, respect, love and care. Children learn accurate information about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships to include puberty, how a baby is conceived and born, body ownership and safeguarding. Some aspects are taught in science, and others are taught as part of Personal, Social and Health Education (PSHE).

The purpose of Relationships and Sex Education (RSE)

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Relationships and Sex Education (DFE 2019)

RSE equips children who are growing up in an increasingly complex world and living their lives seamlessly on and offline. This complex world presents many positive and exciting opportunities whilst also presenting many challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way. The RSE programme at Busbridge CE Junior School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. It provides an understanding that positive, caring environments are essential for the development of a good self-image and that each individual is responsible for their own body.

The place of RSE in our Church of England School

The RSE programme at Busbridge CE Junior School demonstrates and encourages the school's core Christian values. For example, children will: 1. reflect on how 'everyone is treasured as a unique child of God and encouraged to love themselves as well as one another'; 2. 'learn to be responsible, resourceful and resilient citizens'; 3. be equipped to develop 'mutually supportive relationships'; 4. help to develop our 'inclusive Christian community which celebrates the diversity of ability, culture and belief through trust and understanding'.

Also, it reflects the school's vision, including:

- Cherish themselves in mind, body and spirit and to cherish this in relationships with others
- Cherish and care for others in a way that shows respect
- Challenge our school community to treasure the uniqueness that it displays
- Develop their confidence and self-esteem
- Develop skills for successful relationships with others, including trust and respect
- Show Respect for their own bodies
- Make informed choices and minimise risk, through a knowledge of healthier and safer lifestyles

Our policy has been written following consultation with Diocesan Board of Education guidelines.

Equal Opportunities and Accessibility

At Busbridge CE Junior School, we are committed to the provision of a comprehensive, well-planned programme of Relationships and Sex Education for all children. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. The RSE teaching programme is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and helps pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Tasks and outcomes are altered in line with pupils needs to ensure that all pupils gain a full understanding. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. This is in line with the Equalities Act 2010.

Confidentiality and Child Protection Issues

Under the 2014 'Keeping Children Safe' statutory guidance for schools 'staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.' Staff will also be mindful of children who have suffered abuse in the past. Therefore, staff will use their discretion to inform the named Designated Safeguarding Lead (DSL) if they believe a child is at risk or in danger. The DSL then takes action as laid down in the Safeguarding and Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. A child's confidentiality is maintained by the teacher or member of staff concerned.

Relationships and Sex Education

RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

The objectives within the RSE curriculum can be divided into four categories:

- (i) Relationships Education (compulsory)
- (ii) Science (compulsory)

- (iii) Health Education (compulsory)
- (iv) Sex Education (non-compulsory)

Below is a summary of the four parts. Our provision from September 2020 will include all the content taught prior to this date, when it was referred to as Sex and Relationships Education (SRE). Please see the appendix for a further breakdown of our curriculum coverage and organisation from September 2020.

(i) Relationships Education

Relationships Education is compulsory for all pupils and focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

By the end of primary school, pupils will have studied:

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

(ii) Science

It is compulsory for Busbridge CE Junior School to teach the parts of sex education that fall under the National Curriculum for science.

By the end of primary school, pupils will have studied:

- Parts of the body
- Puberty
- Gestation period
- The process of reproduction in some plants and animals
- How the body develops and changes over time.

The National Curriculum for Science stipulates that children should learn about animal reproduction. It does not state that schools should cover human reproduction specifically, however we choose to do so.

(iii) Health Education

Health Education within primary schools is compulsory for all pupils. It aims to develop children's understanding of good physical health and mental wellbeing.

By the end of primary school, pupils will have studied:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Physical and emotional aspects of the changing adolescent body

(iv) Sex Education

Content of sex education in humans that will be taught at Busbridge CE Junior School:

- Reproduction requires physical and emotional maturity* (Health Education)
- Sperm and egg needed to make a baby* (Science Curriculum)
- Conception* (Science Curriculum)
- Sexual Intercourse
- Birth

*denotes those elements covered in other compulsory subjects whilst the others remain non-compulsory

Whilst sex education is not compulsory in primary schools, we believe that it is important to prepare and support pupils' emotional and physical development before they move on to secondary school.

'The Department continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

Relationships and Sex Education (DFE 2019)

Therefore relevant aspects of Sex Education will be taught through a Year 6 PSHE unit which combines the compulsory aspects of Relationships Education, Science and Health Education.

Withdrawal

At Busbridge CE Junior School we are committed to working with parents towards being a healthy school that prepares children for their future choices and responsibilities as adults. The Relationships Education and Health Education (England) Regulations 2019 have made Relationships Education and Health Education compulsory in all primary schools. Therefore parents are not able to withdraw children from Relationships Education, Health Education or Science.

In the primary school sector, parents have the right to withdraw their child from either part or all of Sex Education. However this does not include the aspects of Sex Education also covered by Science, Relationship Education and Health Education. Therefore the option of withdrawing a child from our planned provision at Busbridge CE Junior School only applies to the following areas:

- Sexual Intercourse
- Birth

Parents are encouraged to work with their child's class teacher should they wish to withdraw their child from the above areas. However in our school community parents are extremely confident in our ability to cover these areas age-appropriately and sensitively. As a result an overwhelming majority of our parents allow their children to access the full content of our RSE curriculum.

If the school felt appropriate, a recommendation may be made for alternative provision for RSE. For example, if a child was known to have been or be suffering abuse.

Evaluation and Assessment

All pupils have access to the RSE programme. There is a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through informal assessments. These include task outcomes, questioning, observations, drawings and drama. At the

end of the year each year group reviews the RSE programme they have implemented and pass on any comments to the RSE leader as part of the monitoring cycle. A selection of pupils are interviewed and parents are invited to provide feedback on the provision of RSE. The RSE policy will initially be reviewed on an annual basis taking into account the feedback from teaching staff, pupils and parents. Governors give serious considerations to evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

Answering difficult questions

Teachers will establish with pupils a set of ground rules which set out the parameters for discussion. Staff are aware that views around RSE related issues are varied. While personal views are respected, all RSE issues are taught without bias. Pupils are exposed to a variety of views and beliefs so that they are able to form their own, informed opinions but also respect others that may have a different opinion.

Class teachers will reply to, and answer, children's questions sensitively and openly according to the age and maturity of the pupil(s) concerned. A question box will be available should children feel uncomfortable about asking the questions directly. Year group teachers will use their skill and discretion in this area and if they are uncertain when discussing particular questions, they will discuss these with a senior member of staff and answer at a later date. Staff will refer to the DSL if they have any concerns.

Busbridge CE Junior School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal appropriately and sensitively with sexual orientation, answer appropriate questions and offer support.

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Appendix:

Appendix I – Coverage overview

Appendix II – Resources

Appendix III – Ground rules for PSHE

Appendix I - Coverage Overview

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|--|---|---|
| Relationships | <ul style="list-style-type: none"> • Healthy family life • Different types of bullying • Respectful relationships • Online relationships Keeping safe online • That each person's body belongs to them and the difference between appropriate and unsafe contact • Stereotypes • Manners • Self-respect | <ul style="list-style-type: none"> • Respecting different families • Managing conflicts and seeking advice • Different types of bullying (responsibility of bystanders) • Respect • How to report concerns • Privacy and that it is not always right to keep secrets • Online safety • Respecting differences (physicality, personality, character or backgrounds) | <ul style="list-style-type: none"> • Marriage • Ups and downs of friendships • The impact of bullying • Challenging stereotypes • That sometimes people behave differently online • Online safety | <ul style="list-style-type: none"> • Rights of a child including respect and safety • Respectful relationships • Different types of bullying (impact) • Online safety • How data is shared • Healthy families • respectful relationships (managing peer pressure) • Importance of consent and how to find and receive consent |
| Science | | | <ul style="list-style-type: none"> • Parts of the body • Gestation period • Puberty • How the body develops and changes over time • Animal reproduction (conception) | <ul style="list-style-type: none"> • Parts of the body • Puberty • Gestation period in humans • Inheritance • Human reproduction (conception and birth) |
| Health Education | <ul style="list-style-type: none"> • Managing risks • Where to get help • Peer pressure • Images in the media • Self-confidence | <ul style="list-style-type: none"> • What affects their physical, mental and emotional health • Peer pressure | <ul style="list-style-type: none"> • Impact of choices | <ul style="list-style-type: none"> • Independence and responsibility • Transition, loss and separation • Physical and emotional changes during puberty |
| Sex Education | | | <ul style="list-style-type: none"> • Relationships and families • Puberty | <ul style="list-style-type: none"> • Reproduction requires physical and emotional maturity • Sperm and egg needed to make a baby • Conception • Sexual Intercourse* • Birth* <p>*denotes those elements that are non-compulsory</p> |

Appendix II - Resources

Relationships and Sex Education Key Resources

Year 5 –Christopher Winter Project Resources for relationships

| <div> <div>Year 5</div> <div>Puberty</div> <div>Key Stage 2</div> </div> | | | |
|--|--|---|---|
| Scheme of Work | | Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings | |
| Statutory Guidance | Learning Intentions and Learning Outcomes | Lesson Title | Resources |
| Health Education Mental wellbeing (6c, 6d, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a) | Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence | Lesson 1 Talking About Puberty | Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template |
| Health Education Changing adolescent body (8a, 8b) Menstruation (9a) | Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production | Lesson 2 The Reproduction System | Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary |
| Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f.) Changing adolescent body (8a, 8b) Menstruation (9a) | Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty | Lesson 3 Puberty Help and Support | Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards |

Year 6

1. Video: <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made-full-programme/zhtnydm>
2. Christopher Winter Project Resources for relationships


Year 6

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word BOX: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

| Statutory Guidance | Learning Intentions and Learning Outcomes | Lesson Title | Resources |
|---|---|---|---|
| Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b) | Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence | Lesson 1 Puberty and Reproduction | Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide |
| Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e) | Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important | Lesson 2 Communication in Relationships | Communication and Touch cards Pupil Questions template |
| Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents | Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy | Lesson 3 Families, Conception and Pregnancy | Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides |
| Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i) | Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong | Lesson 4 Online Relationships | Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk |



resources

Appendix III - Ground rules for PSHE:

These must be discussed with children in class upon starting a PSHE topic and referred to during the unit.

- We join in and ask questions if we want to, and use the question box if we want to ask them discretely.
- We make sure everybody feels ok; we don't put people down or tease them.
- We make sure that everybody feels listened to.
- We try to use the correct names for parts of the body; if we are unsure we ask the teacher.
- We keep the conversation in the room, for example we don't talk about the content of a Sex Ed lesson with younger children in the playground.
- We can discuss things at home that we talk about in school, but we must be confidential.
- We know we can ask for further help or advice if we want to.