BURSTOW
PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

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Statement of intent

At Burstow Primary School we understand and actively support the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Relationship and Sex Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

This policy aims to:

- Clarify what schools are required to do by law
- Enable staff to work effectivity with young people on all personal relations and sexual health issues.
- Provide a framework for teaching about relationships across the whole school.

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills to ensure they have healthy relationships and make choices which lead to a happy life.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships and being empowered to own their own bodies and life choices.

1. Legislation

Statutory requirements

The relationships education, Relationships and Sex Education 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. They also make Health Education compulsory in all schools except

Independent schools. At Burstow Primary School we will teach Relationship and Sex Education as set out in this policy.

1.1. This policy will be compliant with the following guidance:

1.2. DfE 'Sex and Relationship Education Guidance' 2000

1.3. DfE 'Science programmes of study: key stages 1 and 2' 2013

1.4. DfE 'Science programmes of study: key stage 3' 2013

1.5. DfE 'Science programmes of study: key stage 4, ' 2014

1.6. Relationships Education, Relationships and Sex Education and Health Education (2019)

1.7. This policy also reflects the DfE's 2023 guidance "Teaching about relationships, sex and health," which clarifies how schools should address topics such as gender identity, consent, online harms, sexual violence, and pornography. Burstow Primary School will continue to review and update its RSHE provision in line with all new statutory and non-statutory guidance. The policy aligns with Ofsted expectations that RSHE contributes to safeguarding, inclusion, and pupils' personal development.

2. Organisation of the programme

2.1. The relationship and sex education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations. Burstow Primary School will use a PSHE scheme called 'Jigsaw' to deliver Relationships and Sex Education.

2.2. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education, with statutory aspects taught via the science curriculum.

2.3. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Elements of the topics for Key Stage 1 and 2 are statutory in accordance with the science national curriculum (appendix 1) through PSHE National curriculum (appendix 2)and therefore must be taught.

As per recommendation from the DfE at the time of updating this policy, '*the concept of gender identity (the sense a person may have of their own gender, whether male, female or a number of other categories) is highly contested and*

should not be taught. This is in line with the cautious approach taken in our guidance on gender questioning children.'

3. Reception and Key stage 1

3.1. Pupils in Reception are taught:

- To consider the routines and patterns of a typical day.
- How children can look after themselves, including keeping themselves clean and why good hygiene is important.
- To recognise that all families are different.
- Words used; dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step mum, stepdad.
- Identify different types of touch that people like and do not like
- To understand about personal space.
- To define and discuss personal boundaries and unwanted touch and ways of dealing with unwanted touch
- To understand that all families are different and have different family members
- Identify who to go to for help and support.

3.2. Year 1 are taught:

- To understand some basic hygiene principles.
- Understand that babies become children and then adults
- To know the difference between girl and boy babies and the biological names for various body parts including penis and vagina.
- To know which people we can ask for help.
- How families are all different.
- Words used; clean, similar, different, family, boy, girl, male, female, private parts, penis and vagina.

3.3. Pupils in Year 2 are taught:

- Understand that some people have fixed ideas about what boys and girls can do (gender stereotypes) and to explain differences between male and female animals.

- Describe the difference between male and female bodies and to label male and female body parts.
- To describe some differences between male and female animals
- Understand that making a new life needs a male and female.
- About the process of aging and the fact that this cannot be controlled.
- Words used; similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina, testicles.

4. Key stage 2

4.1. Pupils in Year 3 are taught:

- Know some differences and similarities between males and females.
- Name male and female body parts using agreed words.
- Identify different types of touch that people like and do not like
- To understand about personal space.
- To talk about ways of dealing with unwanted touch and asserting boundaries.
- To understand that all families are different and have different family members
- Identify who to go to for help and support.
- Words used; stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption and relationship.

4.2. Pupils in Year 4 are taught:

- To understand the concept of personal boundaries in all relationships.
- To describe the body changes that happen when a child grows up.
- To describe the main stages of the human lifecycle.
- To discuss male and female body parts using agreed words.
- To know some of the changes which happen to the body during puberty.
- To know about the physical and emotional changes that happen in puberty.
- To understand that children change into adults so that they are able to reproduce.
- Words used; Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.

4.3. Pupils in Year 5 are taught:

- To understand the concept of personal boundaries in all relationships and asserting boundaries.
- To explain the main physical and emotional changes that happen during puberty.
- To ask questions about puberty with confidence.
- To understand how puberty affects the reproductive organs.
- To describe how to manage physical and emotional changes.
- To explain how to keep clean during puberty.
- To explain how emotions can change during puberty.
- To know how to get help and support during puberty.
- Words used; 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.

4.4. Pupils in Year 6 are taught:

- To understand the concept of personal boundaries in all relationships and asserting boundaries.
- To describe how and why the body changes during puberty in preparation for reproduction.
- To talk about puberty and reproduction with confidence.
- To discuss different types of adult relationships with confidence
- To know what form of touching is appropriate.
- To describe the decisions that have to be made before having a baby.
- To know some basic facts about pregnancy and conception.
- To have considered when is appropriate to share personal/private information in a relationship.
- To know how and where to get support if an online relationship goes wrong.
- Words used; Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationships, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

4.5. During Year 5 and 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

<u>To summarise Sex Education is taught in Years 4-6, as follows:</u>

- Year 4 – Introduction to puberty and menstruation
- Year 5 – Introduction to puberty and menstruation and how babies are born

- Year 6 – Puberty, human reproductive organs and reproduction.

5. Training of staff

5.1. All staff members will undergo training on a termly basis to ensure they are up-to-date with the sex and relationship education programme.

5.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

5.3. It is very important that staff are sensitive in their language choice so as not to assign judgement or expectation on the spectrum of sexuality and relationships.

5.4. Relationship and Sex Education issues will also be included in the induction programme for all new member of staff.

5.5. SRE issues will also be included in the induction programme for all new members of staff.

5.6. Training for staff will also include regular updates on emerging issues in national guidance, including consent, online behaviour, peer-on-peer abuse, and equality, to ensure a consistent and sensitive approach. The school will provide professional development opportunities for all staff to increase their confidence and competence in delivering inclusive RSHE.

6. Delivery of the programme

6.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

6.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

6.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

6.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

6.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

6.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

6.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

6.8. Teachers will focus heavily on the importance of settled, healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

6.9. Burstow Primary School understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

6.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

6.11. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

6.12. The RSHE curriculum reinforces understanding of consent, healthy boundaries, respect, and the importance of equality and inclusion. Lessons are designed to ensure accessibility for pupils with SEND, using visual supports, simplified language, and adapted activities as appropriate. The RSHE programme also reinforces online safety, linking directly to the school's Online Safety and Safeguarding Policy.

7. Dealing with difficult questions

'Ground rules' for running respectful sessions, are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs in another way or arranged in conjunction with an appropriate member of staff.

8. Working with parents

8.1. We understand that the teaching of some aspects of the programme may be of concern to parents/carers. Throughout the year, Burstow will put on scheduled RSHE information sessions with FAQs to help inform parents. We will also share relevant resources that parents can use to support conversations at home.

8.2. We will ensure that no teachers express their personal views or beliefs when delivering the programme, so that it can be delivered with neutrality.

8.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

8.4. We respect the legal right of parents/carers to withdraw their child from the parts of the sex education programme, that are **not** included in the science statutory National Curriculum and PSHE curriculum.

8.5. If you wish to withdraw your child from the non-compulsory parts of SRE then please make an appointment to speak with the Headteacher to discuss your concerns.

8.6. There is no right to withdraw from Relationships Education or Health Education (Relationships 2019 document).

8.7. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 1 – Science national curriculum.

9. Equal opportunities

9.1. Burstow Primary School understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

9.2. We are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

10. Anti-Racism and Cultural Inclusion

10.1. Burstow Primary School recognises that pupils benefit from a Relationships and Sex Education curriculum that reflects and values diversity. The RSHE programme actively promotes anti-racist and anti-discriminatory principles, ensuring that all pupils see themselves positively represented in teaching materials and discussions.

10.2. Teaching staff are supported to address issues of race, identity, and discrimination with sensitivity and confidence. Materials are reviewed to ensure they reflect the diverse families, cultures, and communities within our school. Through this approach, the RSHE curriculum contributes to pupils' understanding of fairness, equality, and social justice, aligning with the school's wider inclusion and equality commitments.

11. Confidentiality

11.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils, as far as is possible and appropriate.

11.2. "Teachers must promptly inform the headteacher of any concerns regarding inappropriate behaviour or potential abuse, following the guidelines of our Child Protection Policy.

When cases of abuse or online issues are reported, the Designated Safeguarding Lead (DSL) and Deputy DSL will handle RSHE disclosures in line with best practices in safeguarding policies, which includes ensuring confidentiality, maintaining detailed records, prioritising a child-centred approach, collaborating with external safeguarding agencies as needed, providing appropriate support and follow-up for pupils.

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12. Bullying incidents

12.1. We have a zero tolerance approach to bullying. Any ongoing incidents of bullying as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

12.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.

12.3. A non-judgemental ethos and openness for discussion is demonstrated by staff, so that we support positive self-identity for our pupils and their families.

13. Monitoring and review

13.1. This policy will be reviewed by the head teacher in conjunction with the PSHE coordinator on an annual basis.

13.2. Any changes needed to the policy, including changes to the programme, will be implemented by the head teacher.

13.3. The RSHE policy and curriculum will be reviewed annually in line with statutory updates from the Department for Education and Ofsted. Feedback from staff, pupils, and parents will be used to refine content to ensure relevance and inclusivity for our school community.

13.4. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Appendix 1 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	• Identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with which sense. • Notice that animal, including humans, have offspring which grow into adults.
Key stage 2	• 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. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2 – What pupils should know by the end of Primary School

Families and people who care for me	Pupils should know: • 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, may be made up in a different way to their family, and 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 and loving. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed so that they can share their feelings with their family and resolve the issues if possible.
Caring friendships	Pupils should know: • 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 to find solutions and make changes.
Respectful relationships	Pupils should know: • 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. • 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	Pupils should know: • That people sometimes behave differently online compared to real-life, real work, including by pretending to be someone they are not, not being truthful. • 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 risk, 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 and needs to be kept protected. Careful consideration needs to be given to photos published – are you in school uniform? Personal information told to others, or written about you. Your privacy settings on every app and game. Discuss *digital consent*, cyberbullying, and recognising coercive behaviour online. • Discuss risks associated with social media, gaming, and recognising online manipulations. • Additionally, resources that address emerging topics, such as *sexting, peer-on-peer abuse, and mental health*, may be beneficial to include in the curriculum.