



Bearwood Primary School

RSE Policy

Date of last review:	July 2023
Date of current review/adopted:	September 2024
Date of next review:	September 2025
STATUTORY	

HISTORY OF AMENDMENTS – School Owned Policy		
Version	Date	Description
1	April 2022	New policy
2	July 2023	No amendments or changes required
3	July 2024	No required changes
4		
5		

Bearwood Primary School

RSE Policy

At Bearwood Primary School, our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships.

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

Aims

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

- As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.
- However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
- In teaching RSE, we must have regard to guidance issued by the secretary of state outlined in section 403 of the Education Act 1996.
- At Bearwood Primary School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with governors, staff and parents. The consultation policy development involved the following steps:

1. Review – the Deputy Headteacher and PSHE Subject Leader pulled together all the relevant national and local guidance
2. PSHE Subject Leader – the PSHE Lead has attended a number of courses to further develop subject requirements and understanding
3. Governor consultation – all governors were given the opportunity to look at the policy and make recommendations
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent consultation – parents were invited to attend a meeting about the policy
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1.

We may need to adapt it when necessary.

We have developed the curriculum in consultation with staff and parents, considering the age, needs and feelings of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of RSE

RSE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas 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 along with reflecting sensitively that some children may have a different structure of support around them, for example: looked after children or young carers. Families can include single parent families, LGBT parents and families headed by grandparents, foster parents/carers and other structures.

Roles and Responsibilities

Governors will approve the RSE policy.

The Headteacher will oversee requests from parents to withdraw pupils from non-statutory/non-science components of RSE.

The PSHE subject lead will ensure the implementation of the policy, consulting with the headteacher if necessary.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationship education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Training

Staff are trained on the delivery of RSE as part of the school's professional development programme. The PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring

The delivery of RSE is monitored by the PSHE subject leader, with the support of the senior leadership team.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.



EYFS

Reception

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

Speaking

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and others' needs.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.

Understanding the World

Past and Present

Talk about the lives of people around them and their roles in society.

KS1	Autumn Relationships			Spring Living in the Wider World			Summer Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	<p>Roles of different people</p> <p>Families</p> <p>Feeling cared for</p>	<p>Recognising privacy</p> <p>Staying safe</p> <p>Seeking permission</p>	<p>How behaviour affects others</p> <p>Being polite and respectful</p>	<p>What rules are</p> <p>Caring for others' needs</p> <p>Looking after the environment</p>	<p>Using the internet and digital devices</p> <p>Communicating online</p>	<p>Strengths and Interests</p> <p>Jobs in the community</p>	<p>Keeping healthy</p> <p>Food and exercise,</p> <p>Hygiene routines</p> <p>Sun safety</p>	<p>Recognising what makes them unique and special</p> <p>Feelings</p> <p>Managing when things go wrong</p>	<p>How rules and age restrictions help us</p> <p>Keeping safe online</p>
Year 2	<p>Making friends</p> <p>Feeling lonely and getting help</p>	<p>Managing secrets</p> <p>Resisting pressure and getting help</p> <p>Recognising hurtful behaviour</p>	<p>Recognising things in common</p> <p>Differences</p> <p>Playing and working cooperatively</p> <p>Sharing opinions</p>	<p>Belonging to a Group</p> <p>Roles and responsibilities</p> <p>Being the same and different in the community</p>	<p>The internet in everyday life</p> <p>Online content and information</p>	<p>What money is</p> <p>Needs and wants</p> <p>Looking after money</p>	<p>Why sleep is important</p> <p>Medicines and keeping healthy</p> <p>Keeping teeth healthy</p> <p>Managing feelings and asking for help</p>	<p>Growing older</p> <p>Naming body parts</p> <p>Moving class or year</p>	<p>Safety in different environments</p> <p>Risk and safety at home</p> <p>Emergencies</p>

KS2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Year 3 and 4	<p>Friendships: Making and maintaining healthy friendships</p> <p>Similarities and differences</p>	<p>Emotional wellbeing: Expressing and managing every day feelings</p> <p>Seeking support for self or others</p>	<p>Staying safe: Trusted people and feeling Safe</p> <p>Keeping secrets and when to break confidentiality</p> <p>Recognising and reporting feeling unsafe</p>	<p>Economic wellbeing: Attitudes and ideas about spending, saving and giving money</p> <p>Wants and needs</p> <p>Keeping money safe</p>	<p>Physical health: Healthy lifestyles</p> <p>Physical exercise and its impact on mental wellbeing</p> <p>Balanced diets and making choices Sun safety</p>	<p>Shared responsibilities: Rights and responsibilities</p> <p>Why we have rules</p> <p>Responsibility for the local environment</p> <p>Sustainability</p> <p>Safety in different environments</p> <p>Safety at home</p>
Cycle B	Year 3 and 4	<p>Friendships: Managing conflict and repairing friendships</p> <p>Feeling lonely</p> <p>Friendship skills, including communicating safely online</p> <p>Listening and responding</p> <p>Respecting self and others</p>	<p>Communities: What makes a community</p> <p>Diversity; Freedom of expression</p> <p>Online communities</p> <p>Identifying and responding to prejudice</p>	<p>Economic wellbeing: Budgeting Saving; Spending Decisions</p> <p>How managing money makes us feel</p> <p>How spending choices affect others</p>	<p>Families: Different types of relationships</p> <p>Characteristics of healthy family relationships</p> <p>Feeling safe and cared for</p>	<p>Staying healthy: Dental health</p> <p>Hygiene, germs</p>	<p>Staying healthy: Basic first aid</p> <p>Early signs of illness and seeking help</p>
	Year Four Girls	Puberty, including periods					

Cycle A	Year 5 and 6	<p>Respect and bullying: Mutual respect</p> <p>Sharing points of view</p> <p>Stereotypes</p> <p>Types of bullying and how to get help</p> <p>Discrimination</p>	<p>Mental wellbeing: Taking care of mental health and emotional wellbeing</p> <p>Managing challenges</p> <p>Seeking support for themselves and others</p>	<p>Staying safe: Privacy and personal boundaries</p> <p>Acceptable and unacceptable contact</p> <p>Permission seeking and giving</p> <p>Personal safety.</p>	<p>Y5 Growing and changing: Growing up Puberty, including periods and wet dreams Sleep</p> <p>Y6 Puberty and Reproduction: Menstrual wellbeing</p> <p>Managing the changes of puberty</p> <p>Developing independence How a baby is made</p> <p>Careers: Career types Challenging career Stereotypes Enterprise project</p>	<p>Substances: Drugs common to everyday life</p> <p>Risks and effects of alcohol and</p> <p>Smoking</p> <p>Rules and laws</p>	<p>Keeping active: Benefits of a balanced lifestyle</p> <p>Balancing internet use</p> <p>How physical activity affects wellbeing</p>
Cycle B	Year 5 and 6	<p>Personal Identity: What contributes to who we are</p> <p>Personal strengths</p> <p>Interests</p> <p>Setting goals</p> <p>Managing setbacks;</p> <p>New opportunities and responsibilities</p>	<p>Health and hygiene: Making informed choices regarding a healthy lifestyle, including nutrition</p> <p>Hygiene and bacteria and viruses Allergies and getting help in an emergency</p> <p>Vaccination and immunisation</p>	<p>Managing change: Developing friendship</p> <p>Skills</p> <p>Changing and ending friendships</p> <p>Managing change, loss and bereavement</p> <p>Sources of support</p>	<p>Y5 Growing and changing: Growing up Puberty, including periods and wet dreams Sleep</p> <p>Y6 Puberty and Reproduction: Menstrual wellbeing Managing the changes of puberty Developing independence How a baby is made</p> <p>Careers: Career types Challenging career Stereotypes Enterprise project</p>	<p>Media literacy: How data is shared and used online</p> <p>Evaluating reliability of sources</p> <p>Misinformation and targeted information</p> <p>Choosing age appropriate TV, games and online content Influences relating to gambling</p>	<p>Friendships and staying safe: Opportunities to connect online</p> <p>The nature of online only friendships</p> <p>Reporting harmful content and contact</p> <p>Staying safe online</p>

