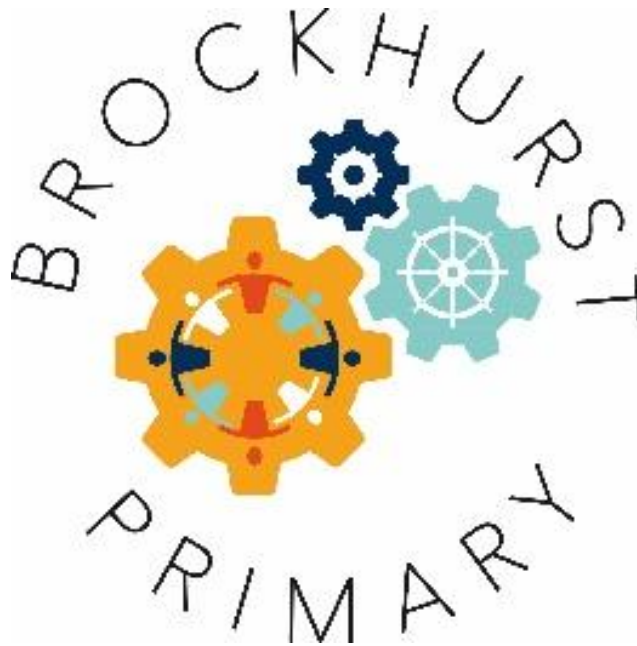




Brockhurst Primary School

RSE Policy

Name of School	Brockhurst Primary School
Date of Policy Issue/Review	Summer 2022 then annually in the Summer (Reviewed Summer 2024, Spring 2025, Spring 2026, Summer 2026)
Name of Responsible Manager/Headteacher	Shobana Kohli
Signature of Responsible Manager/Headteacher	

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1. Aims

The aim of Relationship and Sex Education (RSE) education in our school is to:

Courage

- Encourage pupils to face challenging topics with bravery and openness, such as understanding relationships, personal boundaries, and emotions.
- Build confidence to stand up for themselves and others, fostering resilience in managing peer pressure and making healthy choices.

Ownership

- Promote personal responsibility in decision-making, helping students understand the consequences of their actions on themselves and others.
- Encourage pupils to take ownership of their health and well-being, including mental, physical, and emotional aspects.

Respect

- Teach the importance of respecting others' feelings, beliefs, and boundaries in all relationships, promoting empathy and understanding.

- Help pupils develop an awareness of diversity, inclusion, and equality, fostering respect for people from different backgrounds, cultures, and identities.

Excellence

- Support striving for personal excellence in building strong, positive, and healthy relationships.
- Encourage high standards of behaviour and communication, setting the foundation for success in future relationships and social settings.

The RSE curriculum aligns with and reinforces these CORE values by equipping pupils with the knowledge, skills, and attitudes they need to navigate relationships responsibly and positively.

Specifically, we aim to provide opportunities for pupils to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. 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 as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties as set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

The public sector equality duty as set out in section 149 of the equality act 2010. This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Brockhurst Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, the elements of sex education as contained in the science curriculum, 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.

5. Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision and uses a broad range of resources from the POLED PSHE and RSE programme.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't 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

For more information about our curriculum, see our curriculum map in Appendix 1.

Our PSHE curriculum incorporates the full statutory Health Education programme, including mental wellbeing, internet safety, physical health, healthy eating, drugs, alcohol and tobacco education, personal safety, first aid and the changing adolescent body.

Through the teaching of PSHE, children will learn how to be safe online. This will be taught through:

- responsible use of technology
- recognising misinformation
- online manipulation
- digital footprints
- privacy settings
- AI awareness

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, across all year groups. Biological aspects of RSE are taught within the science curriculum at an age-appropriate level.

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 (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 (for example: looked after children or young carers).

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Safeguarding

Relationships and Sex Education plays an important role in safeguarding children. Through RSE pupils learn how to recognise healthy and unhealthy relationships, understand personal boundaries, recognise abuse, know how to seek help and identify trusted adults. Staff recognise that RSE lessons may lead to disclosures and will follow the school's Child Protection and Safeguarding Policy.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

8.3 Staff

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 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 and subject leader.

The PSHE Lead is the designated teacher with responsibility for coordinating relationship and sex education.

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE unless it is part of the science or relationships curriculum; it is the biological aspects of RSE which fall within the science curriculum and are at an age-appropriate level.

At Primary school, Relationships Education and Health Education is statutory. There is no option to withdraw from these subjects.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

The DfE guidance (p23):

Science:

"The national curriculum for science also includes subject content in related areas, such as the **main external body parts**, the human body as it grows from **birth** to old age (including **puberty**) and **reproduction** in some plants and animals."

Sex Education:

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...The sex education programme 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**."

As above sex education includes 3 main areas: **puberty reproduction** and birth, **conception**,

- **Puberty** is taught as part of **Health Education** and the **National Curriculum for Science**. As this content is statutory, parents **do not have the right to withdraw** their child from these lessons.
- **Human reproduction**, including the biological processes of fertilisation and reproduction, is also taught through the **National Curriculum for Science**. Parents **do not have the right to withdraw** their child from this statutory science content.
- Conception through sexual intercourse and how babies are born are taught as part of Relationships and Sex Education (RSE) rather than Science. As this content goes beyond the statutory Science curriculum, parents do have the right to request that their child is withdrawn from these specific lessons.

Statutory Science:

In Key stage 2 children learn:

- To describe the life process of reproduction in some plants and animals.

- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-statutory sex education:

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical emotional maturity of pupils and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- How a baby develops in the womb and how babies are born.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

- Overseeing the planning process – long, medium and short term.
- Monitoring the teaching of PSHE through discussions with teachers, learning walks, book scrutinises to evaluate its implementation.
- Evaluate and review resources available to staff

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Year 1	Year 2	Year 3/4	Year 5/6
Autumn	How can I make friends? What if my friends are making me feel sad? How can I be an empathy expert? How can I be an ally? What makes me special? What do feelings feel like?	How are we the same? How are we different? How can I work with different people? What is a family? How can I deal with change? Why are relationships important? How do I share family worries?	Who are my key people? How does school help me? How should we treat people? What is bullying? What can I do when friendships go wrong? What do we mean by consent in friendships?	How can my adult relationships affect my future? Why are our special people important? How do rules help our community? What are my personal boundaries? What is peer pressure? What are online friendships? What is grooming? How do words have power?
Spring 1	How can I keep safe in new places? How can I use things at home safely? What is private information? Who are my trusted adults? How can I speak up? How can I share my feelings?	Why does age matter? Why are relationships important? What is the internet? What are private body parts? How do I share family worries?	What are emergency services? What are emergency situations? What do we mean by risk? When should I break a secret?	What are the risks with money? What is gambling? How can we keep our things safe? How can we use our phones sensibly? What can and can't I do on the internet?

		How can I keep safe online? What are different types of meetings? What are the risks of video gaming? What are medicines? What is fire safety?	What words can I use to talk about my feelings? How can I share my worries?	What is media literacy? What are deep fakes? What is media influence? What do I know about drugs?
Summer	How can I be responsible? What is bullying? Why is name calling unkind? What do the police do? What is 999? Why have different rules in different places? What can happen when rules are broken?	What are needs and wants? What is fire safety? What is a job? Why is sleep important? What are the risks of video gaming? What is money? How can I look after my body? What does it mean to be healthy? When do I need to take a break?	How can I be a responsible citizen? What is the law and why do we have it? How do we enforce the law? What are pupils' rights? How can vaccinations support our health?	What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel? Yr 6 How can I get ready for secondary relationships?

	Year 1	Year 2	Year 3/4	Year 5/6
Relationships 	- How can I make friends? - What if my friends are making me feel sad? - How can I be an empathy expert? - How can I be an ally? - What is bullying?	- How are we the same? - How are we different? - How can I work with different people? - What is a family? - Why are relationships important? - How do I share family worries?	- Who are my key people? - How should we treat people? - What is bullying? - What can I do when friendships go wrong? - What do we mean by consent in friendships?	- How can my adult relationships affect my future? - Why are our special people important? - What are my personal boundaries? - What is peer pressure? - What are online friendships? - What is grooming? - How do words have power? - Year 6: How can I get ready for secondary relationships?
Health & Wellbeing 	- What makes me special? - What do feelings feel like? - How can I share my feelings? - How can I speak up? - How can I be responsible?	- How can I deal with change? - Why does age matter? - What are medicines? - Why is sleep important? - How can I look after my body? - What does it mean to be healthy? - When do I need to take a break	- What words can I use to talk about my feelings? - How can I share my worries? - How can vaccinations support our health?	- What do I know about drugs? - What is my personal identity? - How might puberty impact the way I feel? - How might being online impact the way I feel? - How might my activity levels impact the way I feel? - How might school impact the way I feel? - How can drugs and alcohol make people feel?
Safety 	- How can I keep safe in new places? - How can I use things at home safely? - What is private information? - Who are my trusted adults? - Why is name calling unkind?	- What is the internet? - What are private body parts? - How can I keep safe online? - What are the risks of video gaming? - What is fire safety?	- What are emergency services? - What are emergency situations? - What do we mean by risk? - When should I break a secret?	- How can we keep our things safe? - How can we use our phones sensibly? - What can and can't I do on the internet? - What are deep fakes?

Wider world 	• What do the police do? • What is 999? • Why have different rules in different places? • What can happen when rules are broken?	• What are different types of meetings? • What are needs and wants? • What is a job? • What is money?	• How does school help me? • How can I be a responsible citizen? • What is the law and why do we have it? • How do we enforce the law? • What are pupils' rights?	• How do rules help our community? • What are the risks with money? • What is gambling? • What is media literacy? • What is media influence?

PSHE Disciplinary knowledge

	Year 1/2	Year 3/4	Year 5/6
 Connections	I am learning how to work cooperatively in different groups and situations.	I am learning physical and emotional boundaries within friendships	I can identify ways to resolve conflict through negotiation and compromise.
 The law	I am learning the groups myself and others belong to.	I am learning the responsibilities that adults and children have to maintain children's rights.	I can discuss how education and other human rights protect us.

 Emotions	I am learning how to manage a wide range of feelings in a positive way.	I am learning ways to look after my physical and mental health	I can set achievable goals for a healthy, safe lifestyle
 Reflections	I can identify my personal strengths and qualities.	I am exploring my identify through the groups I belong to	I am exploring my identify and who I want to be
 Choices	I am learning that we have choices when we make decisions, based on what we think is right and wrong	I am exploring how people and things can influence me and that I need to make the right decision for me	I can identify ways to challenge stereotypes.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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, sometimes look different from their family, but 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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 risks, 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
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education within RSE

Brockhurst Primary School



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Website: www.brockhurst.hants.sch.uk
Headteacher: Mrs. Shobana Kohli

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	