



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

RELATIONSHIPS AND SEX EDUCATION

CURRICULUM CONTENT POLICY SUITE

CHAPTER 3

This policy will be reviewed and updated by the governing body at least annually.
All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Date signed off by full governing body: 17th October 2022

Signed Daniel Brearey, Head teacher

Paul Mason, Chair of governors

Date next review due: October 2023

Introduction

Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#) : Development of Cultural Capital

[Chapter 2](#) : Religious Education and Collective Worship

[Chapter 3](#) : Relationships and Sex Education

[Chapter 4](#) : British Values

[Chapter 5](#) : EYFS

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum delivery suite

Complaints and whistleblowing

Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns in accordance with the school's whistleblowing policy.

Compliance

This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

CHAPTER 3: RELATIONSHIPS AND SEX EDUCATION

3.1 Aims

The aims of relationships and sex education (RSE) at our school are 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

3.2 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.

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.

3.3 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.

3.4 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, please visit our website.

3.5 Delivery of RSE

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

Pupils also receive stand-alone sex education sessions in upper Key Stage 2 on a two-year cycle.

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

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

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 (such as children who are looked after, or young carers).

The head teacher 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.

3.6 Roles and responsibilities

3.6.1 The governing body

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

3.6.2 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).

3.6.3 Staff

Staff members 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 are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

3.7 Parents' right to withdraw children from non-statutory elements of RSE

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

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.

Appendix 1 : Legislative and statutory environment

[DfE: Religious Education in Maintained Schools \(2010\)](#)

[DfE: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2021\)](#)

[DfE Guidance on promoting British values in schools \(2014\)](#)

[DfE: Statutory framework for the early years foundation stage \(2021\)](#)

[Ofsted: School inspection update \(2019\)](#)

PSHE (inc RSE) Curriculum content overview



BA PSHE & RSE
Progression Map.pdf

Appendix 2**Parental request for withdrawal from RE and/or collective worship, and/or the sex education element of the RSE curriculum**

Name of child(ren)			
I would like to withdraw my child(ren) from <i>(please tick all that apply)</i>	Religious Education		
	Collective Worship		
	Sex Education <i>(NB Relationships and Health elements of the RSE curriculum are statutory requirements for all children)</i>		
The reasons for this request are:			
I have spoken with my child's class teacher about this		Yes	
		Not yet	
Signed		Name	
		Date	
<i>Thank you for taking the time to complete this request; the head teacher will contact you to respond and to arrange a meeting if appropriate.</i>			