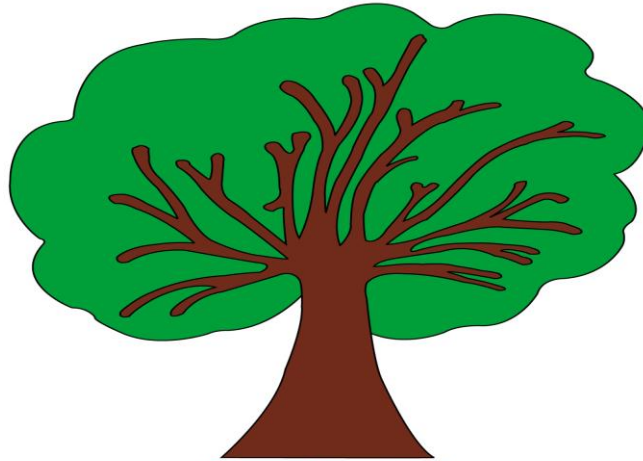


BURSTWICK COMMUNITY PRIMARY SCHOOL

Burstwick Community
Primary School



Branching Out
Into The Community

RELATIONSHIPS & SEX EDUCATION POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Believe, Unique, Resilient, Safe, Tolerant, Worthy, Independent, Creative, Kind-hearted

We are **BURSTWICK!**

Introduction

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) guidance 2019 and statutory requirements.

Every child should have access to effective Sex and Relationship Education.

RSE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Relationships & Sex Education (RSE)

Definition Relationships & Sex Education:

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

Compulsory aspects of RSE

The sex education contained in National Curriculum **science** (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships & Sex Education (RSE) is an important part of PSHE education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2025) and includes sections about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender and queer (LGBTQ+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The curriculum offer within both Relationships & Sex Education is outlined below.

Relationships (Building Positive & Healthy Relationships)

Year Group	Piece number & Name	Learning Intentions 'Pupils will be able to.....'
Reception	P1: My Family and me	Identify some of the jobs I do in my family and how I feel like I belong
	P2: Make friends, make friends, never ever break friends (1)	Make friends to stop myself from feeling lonely
	P3: Make friends, make friends, never ever break friends (2)	Think of ways to solve problems and stay friends
	P4: Falling out and bullying (1)	Understand the impact of unkind words
	P5: Falling out and bullying (2)	Use Calm Me time to manage my feelings
	P6: Being the best	Know how to be a good friend

	friends we can be	
Year 1	P1: Families	Identify members of my family and understand that there are lots of different types of families
	P2: Making friends	Identify what a good friend is
	P3: Greetings	Know appropriate ways of physical contact to greet my friends and know which ways I prefer
	P4: People who help us	Know who can help me in my school community
	P5: Being my own best friend	Recognise my qualities as a person and a friend
	P6: Celebrating my special relationships	Tell you why I appreciate someone who is special to me
Year 2	P1: Families	Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
	P2: Keeping safe – exploring physical contact	Understand that there are lots of physical contact within a family and that some of this is acceptable and some of it is not acceptable
	P3: Friends and conflict	Identify some of the things that cause conflict with my friends
	P4: Secrets	Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
	P5: Trust and appreciation	Recognise and appreciate people who can help me in my family, my school and my community
	P6: Celebrating my special relationships	Express my appreciation for the people in my special relationships
Year 3	P1: Family roles and responsibilities	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
	P2: Friendship	Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
	P3: Keeping myself safe online	Know and can use some strategies for keeping myself safe online
	P4: Being a global citizen (1)	Explain how some of the actions and work of people around the world help and influence my life
	P5: Being a global citizen (2)	Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
	P6: Celebrating my web of relationships	Know how to express my appreciation to my friends and family
Year 4	P1: Jealousy	Recognise situations which can cause jealousy in relationships
	P2: Love and loss	Identify someone I love and can express why they are special to me
	P3: Memories puzzle outcome: Memory Box	Tell you about someone I know that I no longer see
	P4: Getting on and falling out	Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
	P5: Girlfriends and boyfriends	Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
	P6: Celebrating my relationships with people and animals	Know how to show love and appreciation to the people and animals who are special to me
Year 5	P1: Recognising me	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities

	P2: Safety with online communities	Understand that belonging to an online community can have positive and negative consequences
	P3: Being in an online community	Understand there are rights and responsibilities in an online community or social network
	P4: Online gaming	Know there are rights and responsibilities when playing a game online
	P5: My relationship with technology – screen time	Recognise when I am spending too much time using devices (screen time)
	P6: Relationships and technology	Explain how to stay safe when using technology to communicate with my friends
Year 6	P1: What is mental health?	Know that it is important to take care of my mental health
	P2: My mental health	Know how to take care of my mental health
	P3: Love and loss	Understand that there are different stages of grief and that there are different types of loss that cause people to grieve
	P4: Power and control	Recognise when people are trying to gain power or control
	P5: Being online: Real or fake? Safe or unsafe?	Judge whether something online is safe and helpful for me
	P6: Using technology responsibly	Use technology positively and safely to communicate with my friends and family

Sex Education, also known as Changing Me (Coping Positively with Change)

Year Group	Piece number & Name	Learning Intentions 'Pupils will be able to.....'
Reception	P1: My body	Name parts of the body
	P2: Respecting my body	Tell you some things I can do and foods that I can eat to be healthy
	P3: Growing up	Understand that we all grow from babies to adults
	P4: Fun & Fears (1)	Express how I feel about moving to Year 1
	P5: Fun & Fears (2)	Talk about my worries and/or the things I am looking forward to in Year 1
	P6: Celebration	Share my memories of my best bits of being in Reception
Year 1	P1: Life cycles	Start to understand the life cycles of animals and humans
	P2: Changing me	Tell you some things that have changed and some things about me that have stayed the same
	P3: My changing body	Tell you how my body has changed since I was a baby
	P4: Boys and girls bodies	Identify the part of the body that make boys different to girls and use the correct name for these: penis, vagina, vulva, testicles, anus
	P5: Learning and growing	Understand that every time I learn something new, I change a little bit
	P6: Coping with changes	Tell you about changes that have happened in my life
Year 2	P1: Life cycles in nature	Recognise cycles of life in nature
	P2: Growing from young to old	Tell you about the natural process of growing from young to old and understand that this is not in my control
	P3: The changing	Recognise how my body has changed since I was a baby and where I am

	me	on the continuum from young to old
	P4: Boys and girls bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private
	P5: Assertiveness	Understand there are different types of touch and can tell you which ones I like and don't like
	P6: Looking ahead	Identify what I am looking forward to when I move to my next class
Year 3	P1: How babies grow	Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
	P2: Babies	Understand how babies grow and develop in the mother's uterus Understand what a baby needs to live and grow
	P3: Outside body changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process
	P4: Inside body changes	Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
	P5: Family stereotypes	Start to recognise stereotypical ideas I might have about parenting and family roles
	P6: Looking ahead	Identify what I am looking forward to when I move to my next class
Year 4	P1: Unique me	Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
	P2: Having a Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby
	P3: Puberty and menstruation	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
	P4: Circles of change puzzle outcome: Circles of change	Know how the circle of change works and can apply it to changes I want to make in my life
	P5: Accepting change	Identify changes that have been and may continue to be outside of my control that I learnt to accept
	P6: Looking ahead	Identify what I am looking forward to when I move to a new class
Year 5	P1: Self and body image	Be aware of my own self-image and how my body image fits into that
	P2: Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
	P3: Puberty for boys	Describe how boys' and girls' bodies change during puberty
	P4: Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby
	P5: Looking	Identify what I am looking forward to about becoming a teenager and

	ahead (1) Puzzle outcome: Change Cards	understand this brings growing responsibilities (age of consent)
	P6: Looking ahead (2)	Identify what I am looking forward to when I move to my next class.
Year 6	P1: My self-image	Be aware of my own self-image and how my body image fits into that
	P2: Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
	P3: Babies: Conception to birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born
	P4: Boyfriends and girlfriends	Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend Know myself well enough to maintain positive relationships with others whilst still keeping my own identity
	P5: Real self and ideal self	Be aware of the importance of a positive self-esteem and what I can do to develop it
	P6: The year ahead	Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Withdrawal from RSE lessons

Parents/Carers have the right to withdraw their children from parts of the Sex Education provided at school, except for those parts included in statutory National Curriculum Science. Parents/Carers wishing to exercise this right are invited in to meet with the Class Teacher initially, and submit their wish in writing to the school.

Parents/Carers may also wish to speak with the Headteacher/RSE Lead for the school, who will explore any concerns and discuss any impact that withdrawal may have on the child. The conversation with the Class Teacher must have taken place first.

Once a child has been withdrawn from identified sections of Sex Education, they are offered alternative work in another area of the school. This may not be with their peers or with their Class Teacher.

Working with Parents and Carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children from identified aspects (until the age of 19) of Sex Education (SE) taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and sex education topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Relationships & Sex Education Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. Governors are kept informed via the termly Headteacher's Report.

This policy will be reviewed at least in line with updated government guidance and implemented with immediate effect. This will be communicated to all staff and Governors.

Date agreed: February 2025

Date to be reviewed: February 2026 or as guidance is issued from the Department for Education (DfE) and/or Local Authority (LA).

Approved	Name	Signature	Date
Chair of Governors	<i>Mr Andrew Johnson</i>		
Headteacher	<i>Mr Ian Cutts</i>		