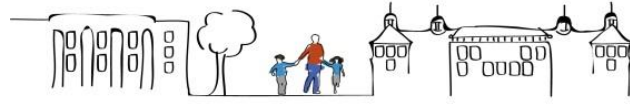


Growing Together, Learning for Life



**BANNOCKBURN**  
Primary School

# Relationships, Health Education and Sex Education Policy

<b>Date of Last Review:</b>	May 2024
<b>Approved by:</b>	Governors (May 2024)
<b>Date of Next Review:</b>	May 2026

This policy is based on the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, published by the DfE, and with the support of the JIGSAW PSHE programme of study:

### **1. Objectives of this Policy**

This policy outlines what Bannockburn Primary School will do to prepare pupils emotionally and socially for their lives both now and in the future. As a school we are committed to developing a culture where the values of tolerance, empathy and respect underpin all that we do.

Clear, factual teaching about relationships, boundaries, human development and societal issues will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. The knowledge and skills developed at school support young people throughout their childhood and have a lasting effect on their lives, wellbeing and relationships into adulthood.

### **2. Purpose of Relationships and Sex Education**

The Sex Education Forum defines Relationships, Health and Sex Education (RSHE) as *'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'*. The Department for Education adds, *'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.'*

### **3. Why do we teach Relationships and Sex Education?**

The Department for Education recommends *that 'all primary schools should have a sex and relationship education programme tailored to the age and physical maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is made.'* For us as a school, this means proactively initiating and supporting discussion to support our pupils to make safe choices, both now and in the future.

From September 2020, Relationships and Health Education has been mandatory for all primary school pupils; Sex Education continues to be non-statutory.

### **4. Procedure for withdrawal from RSHE lessons**

Parents and carers have the right to withdraw their child from some, or all, Sex Education lessons, however statutory Science lessons are compulsory and pupils may not be withdrawn from these. An overview of the content of these is given below and an outline of what is taught in each year group can be found in Appendix 1. A further breakdown of what is covered during lessons linked to Puberty and Sex Education can be found in Appendix 2. If you have any questions or concerns, please speak initially with your child's class teacher or year group Team Leader. If you do wish to withdraw your child from some or all RSHE lessons, notification will need to be given in writing and addressed to the headteacher. The headteacher or a member of SLT will meet with you to discuss.

### **5. Relationships and Sex Education at Bannockburn Primary School**

At Bannockburn Primary School, RSHE is taught within the context of a values-based education and aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their physical and emotional health and well-being. Our over-arching aim is for pupils to be equipped with the knowledge and skills to be happy, healthy and safe.

Relationships and Sex Education at Bannockburn focuses on three strands of learning:

Physical development - knowledge and understanding

*For example:*

- *The changes that occur during puberty*
- *How babies are conceived and born*

Emotional development- attitudes and values

*For example:*

- *How to recognise and control our feelings*
- *Exploring, considering and understanding moral dilemmas*
- *Understanding consent*

Social development- personal and social skills

*For example:*

- *How we negotiate the influence of peer-pressure*
- *Developing an appreciation of the consequences of choices made*
- *Understanding our role in supporting our own and others' wellbeing*

At Bannockburn we use Jigsaw PSHCE to support our teaching and learning. Jigsaw is a widely used Primary PSHE scheme of work, which ensures we met all of the statutory guidance from the DfE in regards to Relationships Education, and Health Education.

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 allows us to deliver an engaging and relevant PSHCE within a whole-school approach. Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

*What is statutory?*

- Relationships (all year groups)
- Health (all year groups) - this includes puberty which is taught from Year 3 through to Year 6.
- Science – this includes sexual and asexual reproduction in plants and animals (Y5)

*What is non-statutory?*

- Naming of some body parts in Year 1. Parents and carers will receive a letter before the children are taught body part names detailing which vocabulary will be used.
- Sex education in Year 5: Know that babies are made by a sperm joining an ovum and that sexual intercourse can lead to conception. Describe and explain what pregnancy is, where it occurs and how long it takes. Know the names of the internal and external body parts that are needed to make a baby
- Sex education in Year 6: Know that some people need help to conceive and use IVF. Know what contraception is and why some people choose to use it or not (including reference to cultural/ religious beliefs - each individual must make the decision that is right for them)

Please see Appendix 1 for more information on which topics are taught in each year group.

## 6. What RSHE looks like in our classrooms

RSHE will be taught as part of a wider Personal Development programme of study; this will encompass elements of Personal, Social, Health and Citizenship Education alongside Relationships and Sex Education.

RSHE will be taught by familiar adults that have established positive, respectful relationships with pupils. Where appropriate, teaching of RHSE will be taught in class groups. For sensitive topics, or in instances where pupils may wish to discuss gender-specific issues, teaching will be separated by sex and led by an adult of the same gender. When teaching is separated by sex, the children will receive the same teaching. Before each session begins, ground rules will be established and reviewed to create a safe environment conducive to calm, productive discussions. The ground rules will include:

- an expectation that the correct names for body parts will be used at all times
- no one will be made to answer personal questions
- no one will be allowed to ask personal questions
- the meanings of words will be explained in a sensible and factual way
- discussions will always be depersonalised
- direct personal questions will not be asked and no one will be forced to contribute to discussions

*Staff teaching Relationships and Sex Education will:*

- Use the correct terms for all body parts
- Use clear, factual language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners
- Avoid sharing personal opinions- the teaching is factual, balanced and objective

*How are resources selected?*

RSHE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness

## 7. Dealing with questions

Primary-age pupils often ask teachers or other adults questions about sex or sexuality. The DfE (RSE Draft Guidance, Feb. 2019) acknowledges that *'given ease of access to internet, children whose questions go unanswered may turn to inappropriate sources of information.'*

During RSHE teaching sequences, a sealed 'drop box' is available for pupils to post questions (anonymously if they wish). These can then be addressed to provide relevant, age-appropriate factual information. In response to questions, teachers will:

- Use their professional judgement to decide if the question is most appropriate for a whole-class or individual response
- Encourage pupils to discuss questions with adults at home. Parent/carer forums will help to equip adults with age-appropriate language and responses.

- Remind pupils of available adults to speak to in school if they have any further questions

## **8. Working with parents & carers**

Relationships, Health and Sex education is most effective when it is a partnership between home and school. Before commencing a sequence of RSHE lessons, each year group will notify parents & carers. There will also be an opportunity to meet with the team leader and teaching staff to discuss the content of the lessons and address any questions or concerns. Following this, parents/ carers have the option to withdraw their child from all/ part of the Sex Education learning if they choose (with the exception of compulsory Science content). Parents and Carers were consulted in March 2024 regarding the RSHE policy.

## **9. Supporting pupils with Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils are provided with age and understanding appropriate content and delivery styles.

## **10. Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RSHE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Our curriculum complies with the relevant provisions of the Equality Act 2010.

We ensure that all of our teaching is sensitive and age appropriate in approach and content. There will be sessions in which children may raise questions in regards to sexuality or sexual orientation. We will discuss 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. We will also discuss 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. Conversations regarding LGBT are not limited to RSHE lessons and discussions may take place at any point in the school day, prompted by a range of factors such as a class book, a current news story, a personal event shared by a child or a notable person being studied.

## **11. Equal Opportunities**

Teaching of RSHE will provide quality of access for all pupils, regardless of background. At Bannockburn Primary School, equality of opportunity is highly valued. The RSHE curriculum offers children the opportunity to clarify and develop their attitudes and values relating to the following equality issues:

- race, nationality and culture
- disability
- religion
- sexual orientation
- gender identities
- stereotyping

12. **Monitoring and Evaluation** This policy and its implementation will be monitored on an on-going basis and will be reviewed on an annual basis by the Personal Development Lead and in collaboration with teaching and support staff and Governors.

## Appendix 1

We advocate political impartiality in our teaching.

### Our Relationships, Health and Sex Education curriculum includes, but is not limited to:

<b>Nursery and Reception</b>	<ul style="list-style-type: none"><li>• Children begin to learn about their own feelings and the feelings of others.</li><li>• Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.</li><li>• Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.</li><li>• Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.</li></ul>
<b>Year 1</b>	<p>Children will learn:</p> <ul style="list-style-type: none"><li>• how people show their feelings in different ways and how these can affect others positively or negatively.</li><li>• the names of some differences in the bodies of boys and girls and know the correct biological names for external body parts (to include penis, vulva and anus).</li><li>• to recognise and respect different family arrangements and know that different families may show their care for each other in different ways.</li><li>• the difference between personal and private body parts or situations and can give some examples of what is acceptable, including touching, taking photographs and safe behaviour with strangers; that every person has control over who can touch their body and how to get help if they need it.</li><li>• some possible dangers at home and outside of the home.</li><li>• some ways to keep their body healthy.</li></ul>
<b>Year 2</b>	<p>Children will learn:</p> <ul style="list-style-type: none"><li>• how some medicines work and that it is important to store and use them safely.</li><li>• to explain what makes their body feel relaxed and how this contributes to a healthy body.</li><li>• the difference between friends, family and other relationships and that different behaviours are needed for each.</li><li>• who they can go to for help if they need it.</li><li>• examples of safe and unsafe situations and behaviour.</li><li>• that ageing is a natural process including old age.</li><li>• what change or losing something feels like and suggest some ways to manage their feelings.</li></ul>
<b>Year 3</b>	<p>Children will learn:</p> <ul style="list-style-type: none"><li>• some different communities or groups in their local area, in London, nationally and globally.</li><li>• the beliefs of some different groups and suggest why they are a group/community.</li><li>• know that family members sometimes do not get along and can give some reasons for this.</li><li>• to identify some situations or triggers that make them feel different emotions and compare the intensity of these.</li><li>• some things that positively and negatively affect their physical, mental and emotional health; they know some facts relating to allergies, immunisation and vaccination.</li><li>• some of the changes that happen during puberty (menstruation, pubic hair and hair growing darker on other places of the body) and that puberty happens at different times for different people.</li><li>• that gender stereotypes can be unfair.</li><li>• that every individual has the right to control who touches their body and know how to say if they are uncomfortable.</li></ul>

<p><b>Year 4</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• some of the reasons people start smoking and why some people drink alcohol (to include peer pressure, advertising and role models) and its effect on health, including passive smoking</li> <li>• how different friendship groups are formed and the impact different friends have on them.</li> <li>• some ways that they have control over their own health e.g. exercise, diet, sleep, mental health</li> <li>• some ways that peer pressure can affect our choices and give examples.</li> <li>• can explain how some lifestyle choices can affect health negatively and that they have the right to choose the lifestyle choices they would like e.g. exercise, diet, sleep</li> <li>• that negative feelings are a normal part of loss and memories can support us when we lose a special person or animal or when a special person or animal dies.</li> <li>• what a secret is and can give some examples of good secrets.</li> <li>• know how the female and male body change during puberty (physically and emotionally).</li> </ul>
<p><b>Year 5</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• that too much screen time is not healthy and ways to monitor and reduce screen time.</li> <li>• some rules for safe and appropriate use of smart phones/ iPads (including how to manage requests for images of themselves, what is appropriate/ inappropriate to ask for or to share); that they can choose what to share or not share and that this is their personal choice &amp; that others also have this choice and that this should be respected.</li> <li>• how to recognise and manage ‘dares’ and can describe the impact of peer pressure &amp; possible negative consequences</li> <li>• that babies are made by a sperm joining an ovum and that sexual intercourse can lead to conception; what pregnancy is, where it occurs and how long it takes.</li> <li>• the names of the internal and external body parts that are needed to make a baby.</li> <li>• that personal hygiene is important during puberty and as an adult.</li> <li>• basic emergency procedures and how to get help in emergency situations.</li> <li>• that the media, social media and celebrity culture promotes certain body types and that people can develop eating problems/disorders related to body image pressures; that information they see online can be targeted towards individuals.</li> </ul>
<p><b>Year 6</b></p>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• that some people can be exploited and made to do something against the law and ways to look out for and help others who may be being exploited.</li> <li>• that stress can be triggered by a range of things and different strategies can be used to manage stress and pressure.</li> <li>• how different types of drugs (legal and illegal) can affect people’s bodies.</li> <li>• that people can have poor mental health and that this is nothing to be ashamed of.</li> <li>• the difference between different types of relationship and that sex may be one part of an intimate relationship between adults (with specific reference to UK law linked to legal age for sexual activity).</li> <li>• that some people need help to conceive and use IVF.</li> <li>• what contraception is and why some people choose to use it or not (including reference to cultural/religious beliefs - each individual must make the decision that is right for them).</li> <li>• strategies to prepare emotionally for the transition to secondary school.</li> </ul>

## Appendix 2

### Puberty and Sex Education

#### Year 3

Outcomes:

- *I know some of the changes that happen during puberty (menstruation, pubic hair and hair growing darker on other places of the body) and that puberty happens at different times for different people.*

Lesson 1	I 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
Lesson 2	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow
Lesson 3	I know that puberty happens at different times for different people I know that boys' and girls' bodies have some similar changes when going through puberty (becoming taller, sweat, spots, pubic hair and hair growing darker on other places of the body)
Lesson 4	I know that girls' bodies have some different changes when going through puberty (growing breasts, menstruation) I know some ways to be supportive to someone who has started puberty

#### Year 4

Outcomes:

- *I know how the female and male body change during puberty (physically and emotionally).*

Lesson 1	I understand that some of my personal characteristics have come from my birth parents I understand that there are many types of families
Lesson 2	I know that boys' and girls' bodies change during puberty (recap of Year 3 week 3 and 4)
Lesson 3	I know that menstruation happens roughly once a month and is linked to a woman's monthly cycle. I know some ways to be supportive to someone who has started or is on their period.
Lesson 4	I know that puberty is caused by hormones and that this can affect us emotionally as well as physically

## Year 5

### Outcomes:

- *I know that babies are made by a sperm joining an ovum and that sexual intercourse can lead to conception; I can describe and explain what pregnancy is, where it occurs and how long it takes*
- *I know the names of the internal and external body parts that are needed to make a baby*
- *I know that personal hygiene is important during puberty and as an adult*

Lesson 1	I know that emotional and physical changes that happen to boys and girls during puberty I know some ways I can ask for support if I am finding puberty difficult
Lesson 2	I know the internal and external body parts needed to make a baby (To include consent)
Lesson 3	I know how a baby is conceived (To include consent)
Lesson 4	I know why personal hygiene is important

## Year 6

### Outcomes:

- *I know the difference between different types of relationship (to include the differences between friendships, family and romantic/ sexual relationships) and I am aware that sex may be one part of an intimate relationship between adults (with specific reference to UK law linked to legal age for sexual activity); I recognise that marriage is a consensual loving agreement between adults and that forcing anyone to marry is a crime (include how to get support if needed for self or others)*
- *I know that some people need help to conceive and use IVF*
- *I know what contraception is and why some people choose to use it or not (including reference to cultural/ religious beliefs-each individual must make the decision that is right for them)*
- *I know how boys' and girls' bodies change during puberty and understand the importance of looking after themselves, and others, both physically and emotionally*

Lesson 1	How do male and female bodies change physically and emotionally during puberty? (recap lesson)
Lesson 2	Which internal and external body parts are needed to make a baby? (To include IVF and consent)
Lesson 3	Do I know how babies are conceived? (To include IVF, consent and contraception)
Lesson 4	What do I know about pregnancy and birth?
Lesson 5	Is there more than one type of relationship?

Listed below is the vocabulary that is planned into RSE lessons. However, during general discussions, assemblies and story time, vocabulary not listed below may be used. For example, if a story is read in Reception about a child with two fathers or mothers, the vocabulary gay and lesbian will be discussed when talking about different types of relationships. This does not include vocabulary linked to sexual intercourse.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Washing Brushing teeth Getting dressed Boy Girl	As previous year groups plus: Same Different Face Skin Hair Body	As previous year groups plus: Body parts Penis Vulva Anus Same Similar Special Unique Different Physical characteristics Gender Male Female Face Family Fostering Adoption Democracy Rule of Law Kind Unkind Fair Unfair Comfortable Uncomfortable Private Personal	As previous year groups plus: Gender roles Stereotypes	As previous year groups plus: Like Dislike Touch Hug Kiss Relationship Stereotypes Gender roles Puberty Pubic hair Facial hair Underarm hair Menstruation Periods Vagina Uterus Breasts Sweat Spots Privacy Lesbian Gay	As previous year groups plus: Physical changes Emotional changes Emotions Feelings Hormones Egg	As previous year groups plus: Moods Tampons Sanitary towels Period parts Sex Sexual intercourse Sperm Ovum Womb Uterus Fallopian tube Fertilisation Testicles Semen Erection Ejaculation Sexual feelings Human rights Protection Bisexual	Twins Love Consent Intimacy IVF Transgender Transsexual Queer Questioning Asexual