

# Bickerton Holy Trinity Church of England Primary School



## **RSE Policy**

(Relationships and Sex Education)

Person responsible for policy: Georgina Whitfield

Approved on: 27<sup>th</sup> March 2023

Signed: Chair of Governors

Vice Chair of Governors

To be reviewed: FGB 4 2026



**'Life in all its fullness' John (10:10)**

**Our School Prayer**

This is our school,  
Let peace be here,  
Let it be full of  
Happiness.  
Let love be here.  
Love of one another,  
Love of everyone,  
Love of life itself,  
And love of God.  
Amen

**Our Mission Statement**

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

**Our School Rules**

Respect and take care of each other.  
Treat others how you would like to be treated.  
Share and use the school's equipment carefully.  
Listen to each other and to adults at school.  
Help others to learn.

## **Relationships and Sex Education (RSE) Policy**

**'Life in all its fullness'** (John 10:10)

*Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.*

This RSE policy provides the basis for our school's implementation of the Department for Education statutory guidance for 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (February 2019).

Our Relationships and Sex Education Policy (RSE) is tailored to the age, physical and emotional maturity of our children. It is taught in the context of focussing on respect and care for oneself and others. It ensures that both boys and girls are prepared for the changes that puberty brings, drawing on knowledge of the human life cycle, as set out in the national curriculum for science. It teaches children how a baby is conceived and born, and the importance of loving relationships. It is mainly taught as part of our PSHE curriculum. (Please refer to our PSHE Policy and Scheme of Work.)

Parents have the right to request that their child is withdrawn from sex education (apart from that which is taught through the science curriculum). However, health and relationships education is mandatory. Relationships education, health education, science and sex education work together to protect children by ensuring that they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour, consent, right and wrong, and about good, healthy relationships.

Our school is a Christian community; the content of the scheme of work is taught within that Christian context. The scheme of work sets out the central aspects of learning for each class. It should be read alongside the following policies: PSHE, Wellbeing, Religious Education, Additional Needs and Inclusion, Drugs Education, Anti-Bullying, Equal Opportunities and Safeguarding. These form much of the core of our ethos, contributing to the development of well-educated, confident and resilient young people who care for and respect themselves and others and who grow to develop loving relationships. The implementation of this policy and scheme of work, and the other policies cited above, contributes greatly to our children living life in all its fullness.

The work we do with the children in RSE is designed to support their personal development and pastoral needs, and is planned in a way which is age and developmentally appropriate for them. Whilst the RSE scheme of work provides a framework for the teaching and learning of relationships

and sex education, allocating subject content to particular classes, it is not intended to restrict what is taught or learned. Rather, it is there to ensure coverage and progression. Whilst some content is taught in lessons allocated to PSHE or assemblies, some of it takes place in the context of other subjects such as science or RE, and some issues may arise and have to be dealt with out of that context, sometimes spontaneously and at times individually.

Given the nature of the subjects encompassed by RSE, there may be occasions when children will ask questions which a member of staff feels are appropriate to answer even if the content does not fit with the timeframe of the scheme of work. It is impossible to anticipate and list all of these occasions so this policy empowers teachers and teaching assistants to use their professional judgement about how to deal with particular issues which may arise. For example, in class discussions in science, questions may be asked which are appropriate to answer with the whole class, whereas others may necessitate a more private and individual response to help an individual child. Children may also come to staff for help and guidance of a personal nature. The bond of trust which is built over many years between children and staff means that children may feel completely confident to ask a question which they might not wish to ask elsewhere and it is important that staff are confident to respond to such questions in a professional, age-appropriate manner. This policy supports that. It allows staff the freedom to react to children's questions. (If an issue or question raises safeguarding concerns, it is a completely different matter which does not fall within the remit of this policy. In such a case, the member of staff must follow the school's Safeguarding and Child Protection Policy.)

A one-week block of PSHE is allocated specifically to sex education in Class 3, 4 and 5. This is an important part of our PSHE scheme of work which prepares children for adult life. A letter will usually be sent home prior to the teaching of a planned unit on sex education. However, the topic may occur naturally within the context of other areas of learning, it may occur as a result of the children reading one of the library books or in another context. In such a case, it is the professional judgement of the teacher which will dictate the kind of answer given, as stated in the previous paragraph. In this instance, a letter may well not have been sent home as this was not a part of a planned, timetabled unit of work.

It is possible that an outside speaker may come in to talk to the children about an aspect of RSE. The school nurse may be invited to talk to the children to support the delivery of sex education or learning about puberty and adolescence. However, the majority of this will be taught by the children's class teacher. Boys and girls need to know about the changes that each will undergo, so children will be taught in mixed groups. In addition, the teacher may need to go over menstruation again just with

the girls. This is to aid their preparedness, not to exclude the boys, who will have learned about menstruation within the mixed gender group.

The school's library will contain books related to all areas of the RSE scheme of work, including sex education and the changes at puberty. These are available for children to borrow for use in school and to take home. Whilst all books for the library are provided with the assumption that their content is suitable for children, it is not possible for teachers to have read all of them. If parents feel that the content of any book is not appropriate, this should be brought to the attention of the class teacher, deputy head teacher or head teacher so that staff can confer and make a judgement about the book's appropriateness to be stocked in the library or its suitability to support the scheme of work. After due consideration, if it is deemed unsuitable, it will be removed from the library; if not, it will remain.

Our policy is about putting in place the building blocks of healthy, respectful and loving relationships, focusing on family and friendships in all contexts including online, and sits alongside the essential understanding of how to be healthy. It complements the aims and work of our PSHE and Wellbeing policies. It seeks to prepare children for the challenges of a happy and successful life, to make informed decisions about their wellbeing, sex, health and relationships, and to make sound decisions when facing risks, challenges and complex contexts. It aims to help to build children's knowledge, confidence and resilience.

The PSHE scheme of work, which contains a section on relationships and sex education, is appended to this policy. The effectiveness of the policy will be monitored regularly and recommendations for changes made to the governing body. It will also be reviewed every three years by the governing body as part of the normal rolling programme of policy review.

## **Section 2**

### **Relationships and Sex Education (RSE) Scheme of Work**

Class 1	Class 2	Class 3	Class 4	Class 5
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.
<p><b>Looking After Me by Myself</b></p> <p>Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- Brushing our teeth</li> <li>- Healthy diet</li> <li>- Good hygiene</li> <li>- Toileting</li> </ul>	<p><b>Growing and Changing</b></p> <p>To understand and know the differences between male and female animals.</p> <p><i>Growing from young to old</i></p> <p>Preparing to move to a new class or year groups</p> <p>To understand that people's needs change as they grow from young to old</p>	<p><b>Growing and Changing</b></p> <p>The differences between boys and girls.</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><i>Growing from young to old</i></p> <p>Preparing to move to a new class or year groups</p> <p>To understand that people's needs change as they grow from young to old</p> <p>To understand that as we grow older, expectations change as our independence grows</p>	<p><b>The Human Life Cycle</b></p> <p>Y4</p> <p>The differences between boys and girls.</p> <p>To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><i>Growing from young to old</i></p> <p>Y5</p> <p>About the process of reproduction and birth as part of the human life cycle</p> <p>How the body will change as we approach and move through puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Hygiene routines during puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Period positivity</p> <p><i>How a baby is made and grows</i></p> <p>To identify the external genitalia and internal reproduction organs in male and how the process of puberty relates to human reproduction</p> <p>How babies are conceived and born</p> <p>How babies need to be cared for</p> <p><i>Friendship and values in intimate relationships</i></p> <p>A good relationship between two adults is based on love, care and respect for each other</p>	<p><b>Puberty and Sex Education</b></p> <p>About the process of reproduction and birth as part of the human life cycle</p> <p>How the body will change as we approach and move through puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Hygiene routines during puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Period positivity</p> <p><i>How a baby is made and grows</i></p> <p>To identify the external genitalia and internal reproduction organs in male and how the process of puberty relates to human reproduction</p> <p>How babies are conceived and born</p> <p>How babies need to be cared for</p> <p><i>Friendship and values in intimate relationships</i></p> <p>A good relationship between two adults is based on love, care and respect for each other</p>

<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>	<u>Relationships</u>
If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.	If something doesn't feel right, it probably isn't. Tell an adult you trust.
<p><b>Families and Friendships</b></p> <p>How to communicate our feelings to others and recognise how others show their feelings and respond.</p> <p>Recognise how our behaviour affects other people.</p> <p>Listen to other people</p> <p>Play and work cooperatively</p> <p>Recognise what is fair and unfair</p> <p>Recognise what is kind and unkind</p> <p>Recognise what is right and wrong</p> <p>Begin to learn strategies to resolve arguments positively</p> <p>Be able to ask for help if a friendship is making us feel unhappy</p> <p>Identify and respect the difference and similarities between people</p> <p>Identify their special people (family, friends). Begin to understand and talk about what makes them special.</p> <p>Know some ways our special people care for us</p> <p>Show respect for oneself and others</p>	<p><b>Committed to Family and Friends</b></p> <p>Begin to understand how someone else feels and take it into account</p> <p>Listen to other people</p> <p>Play and work cooperatively</p> <p>Recognise what is fair and unfair</p> <p>Recognise what is kind and unkind</p> <p>Recognise what is right and wrong – respecting privacy; that parts of their body covered by underwear are private</p> <p>Develop ways to resolve arguments through understanding someone's point of view and compromise</p> <p>Recognise when people are being unkind to us or others. Know how to respond, who to tell and what to say</p> <p>Share our opinions on things that matter to us and explain our thoughts and feelings</p> <p>Know that there are different types of families; some of which may be different from our own</p> <p>Identify common features of family life</p> <p>How do our families make us feel loved and cared for?</p> <p>Show respect for oneself and others</p>	<p><b>All Kinds of Families</b></p> <p>Explore what a good, respectful friendship is e.g. truthfulness and kindness, sharing interests and experiences</p> <p>Recognise that friendships have ups and downs</p> <p>Know that a possessive friendship is not healthy</p> <p>Know that friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>All children are free to make friends with whoever they want to be friends with</p> <p>Recognise when a child is feeling lonely or is struggling to make healthy relationships and seek adult support when needed</p> <p>Children can support others by inviting them to play and offering extended friendships</p> <p>Families provide love, care and security</p> <p>Recognise features of positive family life including love, care, commitment, time together and support through times of difficulty</p> <p>Recognise ways in which people care for one another</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Know that there are different types of families; some of which may be different from our own</p> <p>Recognise and respect that there are different types of family structure (single parents, same sex parents, blended families and foster parents)</p>	<p><b>Families, Friendship and Compromise</b></p> <p>Explore what a good, respectful friendship is e.g. support with problems and difficulties, loyalty, generosity, sharing interests and experiences</p> <p>Recognise that friendships have ups and downs</p> <p>Know that a possessive friendship is not healthy</p> <p>Know that friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>All children are free to make friends with whoever they want to be friends with</p> <p>Recognise when a child is feeling lonely or is struggling to make healthy relationships and seek adult support when needed</p> <p>Children can support others by inviting them to play and offering extended friendships</p> <p>Recognise that their actions affect others</p> <p>Different people see things differently</p> <p>Know the importance of tolerance</p> <p>Try to reach a compromise independently, but seek adult support when necessary</p> <p>Work collaboratively towards shared goals</p> <p>Understanding the importance of forgiveness in relationships</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Understand the importance of seeking and giving permission (consent) in different situations</p>	<p><b>Healthy Relationships</b></p> <p>Explore what a good, respectful friendship is e.g. support with problems and difficulties, mutual respect and trust</p> <p>Know that a possessive friendship is not healthy</p> <p>Know that friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>All children are free to make friends with whoever they want to be friends with</p> <p>Recognise when a child is feeling lonely or is struggling to make healthy relationships</p> <p>Children can support others by inviting them to play and offering extended friendships</p> <p>People may be attracted to someone emotionally, romantically and sexually</p> <p>Forcing anyone to marry against their will is a crime and should be reported</p> <p>Recognise and challenge stereotypes</p> <p>Recognise when a child is feeling lonely or excluded and empathise with how they might feel</p> <p>Recognise the consequences of feeling lonely and excluded</p> <p>Recognise that their actions affect others</p> <p>When disagreements might lead to conflict, seek adult help</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>



		<p>That families of all types can give family members love, care and stability</p> <p>Show respect for oneself and others</p>	<p>Recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Recognise when a child is feeling lonely or excluded and empathise with how they might feel</p> <p>Recognise the consequences of feeling lonely and excluded</p> <p>Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships</p> <p>The concept of keeping something confidential or secret – when we should or should not agree to this and when it is right and when we have a duty to “break a confidence” or “share a secret”</p> <p>Show respect for oneself and others</p> <p>To recognise that there are different types of relationships (e.g. friendships, family, romantic)</p> <p>Know that marriage and civil partnership is a legal declaration of commitment by two adults who love and care for each other, which is intended to be life long</p> <p>People who love and care for each other can be in a committed relationship (e.g. marriage) living together, but may also live apart</p>	<p>Understand the importance of seeking and giving permission (consent) in different situations</p> <p>The concept of keeping something confidential or secret – when we should or should not agree to this and when it is right and when we have a duty to “break a confidence” or “share a secret”</p> <p>Show respect for oneself and others</p> <p>Know that all people are different. Show respect for those differences and tolerance of them</p> <p>About discrimination: what it means, where it occurs and how to challenge it</p> <p>The sort of discrimination that the children will encounter e.g. gender, race, colour, religion, disability</p> <p>Re Discrimination is wrong. Know that it is important to stand up for what you believe to be right</p> <p>We all have a duty to ensure people around us are treated with respect and equality</p>
--	--	---	--	---

	<p><b>Bullying</b></p> <p>Understand that bully is something that is repeated over time and targeted</p> <p>There are different types of teasing and bullying. That they are wrong and unacceptable</p> <p>That people's bodies and feelings can be hurt by words and actions</p> <p>Things people say and things people do can make us feel very uncomfortable Explore how bullying makes us feel and affects us</p> <p>If we experience bullying, know who to go to and how to get help</p>	<p><b>Bullying</b></p> <p>Know the school's definition of bullying</p> <p>There are different types of teasing and bullying e.g. name calling, deliberately excluding others. That they are wrong and unacceptable</p> <p>That people's bodies and feelings can be hurt by words and actions</p> <p>Things people say and things people do can make us feel very uncomfortable Explore how bullying makes us feel and affects us</p> <p>Explore ways of resisting teasing or bullying</p> <p>If we experience bullying, know who to go to and how to get help</p> <p>Bullying can make people feel scared</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p>	<p><b>Bullying</b></p> <p>There are different types of bullying e.g. name calling, deliberately excluding others, trolling, harassment and discrimination</p> <p>All forms of bullying are wrong and unacceptable</p> <p>If we experience bullying, know who to go to and how to get help</p> <p>Bullying can make people feel scared</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p> <p>Explore the consequences of bullying</p>	<p><b>Bullying</b></p> <p>There are different types of bullying e.g. name calling, deliberately excluding others, trolling, harassment, influencing others to find fault and discrimination</p> <p>All forms of bullying are wrong and unacceptable</p> <p>No one should have to put up with bullying</p> <p>If we experience bullying, know who to go to and how to get help</p> <p>Bullying can make people feel scared</p> <p>If we witness bullying, we all have a responsibility to report it so it can be stopped</p> <p>Explore the consequences of bullying</p>
--	---	---	---	---