



MIDDLESEX  
LEARNING  
PARTNERSHIP

**PERSONAL, SOCIAL, HEALTH AND  
RELATIONSHIP  
EDUCATION POLICY**  
**BELMORE PRIMARY**

**APPROVED BY:** PRIMARY LGB

**DATE:** OCTOBER 2023

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## Contents

1. Introduction
2. Requirements on school
3. What is Relationships (and Sex) education
4. Aims
5. Objectives
6. How Relationships (and Sex) Education is monitored and evaluated
7. How the delivery of the content will be made accessible to all pupils
8. Parental concerns and withdrawal of students
9. Dissemination of the Policy

## Appendices

1. **DfE Statutory Guidance: Relationships Education (Primary)**
2. **Appendix 2: DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)**
3. **Withdrawal Guidance**
4. **Curriculum overview**

## Introduction

Members of staff responsible for Relationships Education and Health Education:

- Dawn Dallas, Year Leader and PSHRE Coordinator
- Steve Dias-Smith, Assistant Head, Safeguarding Lead

Policy will be reviewed annually by: Primary Governing Body

The school considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health and Relationships Education (PSHRE) curriculum and is linked to that for Science.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education which is mandatory from September 2020. *Please see attached Appendix.*

Teachers will reply to and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will answer questions that may arise through the direct teaching of sex and relationships education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering will be discussed with a senior member of staff and answered at a later date. Consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **Requirements on schools**

From 2020 it will be statutory for schools to deliver Relationships Education in primary schools. They are expected by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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.

Parents have the right to withdraw their children from those aspects of sex education not included in the Science Curriculum. Parents do not have the right to withdraw their children from Relationships Education. If this is the chosen route, the school will require a meeting to discuss why this is the chosen path.

## **What is Relationships and Sex Education (RSE)?**

High quality RSE helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty and young people want to learn about relationships. Older pupils frequently say that RSE was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting our safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex.

- A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health sets out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper, The Importance of Teaching (2010), highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.

## **Aims**

The following aims compliment those of the Science curriculum in KS1 and KS2:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations (including online safety) and be able to protect themselves and know who to ask for help and support
- To understand the role the media and social media plays in forming attitudes
- To understand how safe / daily routines can reduce the spread of viruses

## **Objectives**

As part of RSE, pupils will be taught the nature and importance of loving relationships for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We aim to prevent and remove prejudice, thus reducing bullying, including online cyber bullying and to ensure no pupil is discriminated against. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We work towards this aim in partnership with parents/carers.

## **Personal, Social, Health and Relationships Education (PSHE)**

The school has a comprehensive PSHE curriculum and RSE is taught as part of this. The table below provides an overview of our PSHE curriculum. SCARF resources are used and lessons are delivered as part of a Spiral Curriculum ensuring all needs are met by Year 6. Lessons are delivered once a week.

Lessons are age appropriate and meet the needs of the children. Relationships Education is taught in mixed class groups for all years from 1 – 6. However, during the summer term for Years 5 and 6 when receiving puberty and RSE education, classes are put into single sex groups, creating a safe, comfortable learning environment. **See Appendix 3**

At the start of the year a 'Class Agreement' is discussed ensuring a safe environment and ensuring children understand that there is no such thing as a 'silly question'. Trust and respect is of the utmost importance and children are aware that if they want to share anything it will be treated respectfully. Where appropriate the Designated Safeguard Lead will be informed if anything is disclosed during lessons. Pastoral support for pupils who experience difficulties is provided as well as appropriate information through leaflets, websites and books and available online resources (SCARF).

Coram Life Education Hillingdon Limited is used to support the schools RSE programme. Teaching delivered and the curriculum reflects the school's values and ethos, and fits with their planned programme and published policy.

## **How Relationships (and Sex) Education is monitored and evaluated**

Evaluations are met by planning scrutiny's, 'Floor Books', learning walks and Pupil voice are conducted by school leaders. A spiralling curriculum ensures that children's needs are fully met by Year 6.

## **How the delivery of the content will be made accessible to all pupils**

Under the Equality Act 2010 the following needs are met and this includes provision inclusive of all pupils and consistent with equality duties:

- The RSE programme is relevant to both boys and girls and can be accessed by those who are transgender.
- The RSE programme acknowledges different ethnic groups, religious and cultural attitudes and aims to promote respectful understanding of the views of different ethnic and cultural groups.
- The RSE programme recognise that pupils may come from a variety of family situations and home backgrounds
- The RSE programme acknowledges that research has shown on average, about 5% of pupils will go on to define themselves as lesbian, gay or bisexual (LGB). Pupils may also have LGB parents/carers, brothers or

sisters, other family members and/or friends. The RSE programme acknowledges this and includes sensitive, honest and balanced consideration of sexuality. Homophobic bullying is dealt with in line with the school's Behaviour Policy.

- The RSE programme acknowledges the needs of pupils with learning, emotional or behavioural difficulties or physical disabilities are met by age appropriate resources including one to one support when required.
- The teaching programme for Relationships and Sex Education is delivered at a level which is appropriate for the children's age and physical development

### **Parental concerns and withdrawal of students**

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents and carers of children at our school through mutual understanding, trust and cooperation. In promoting these objectives, we:

- Inform parents about the school's RSE policy and practice. The Policy can be viewed on the school's website and resources can be viewed by appointment.
- Offer Parent Workshops are offered to parents/carers in Years 5 and 6 prior to the puberty and RSE lessons to ensure parents are informed about what will be covered and how
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

### **This policy should be read in conjunction with the following policies:**

- The school's vision statement and core values
- School's Safeguarding policy
- School's Anti-Bullying policy
- DfE Keeping Children Safe in Education
- School's Behaviour Policy

## Appendix 1: DfE Statutory Guidance: Relationships Education (Primary)

By the end of Primary school pupils should know:

<b>Families and the people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix 2:DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of Primary school pupil should know:

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet Safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Health eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, Alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## **Appendix 3:**

### **Guidance on Withdrawal from lessons**

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The approach outlined above should be reflected in the school's policy on RSE.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.



#### Appendix 4: Belmore Primary Academy: PSHRE Curriculum

	Me and My relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Nursery	Marvellous me! I'm special	Me and my friends Friends and family Including everyone	Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Reception	All about me What makes me special Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes I am caring	What's safe to go onto my body Keeping Myself Safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep	Seasons Life stages Where do babies come from? Getting bigger Me and my body - girls and boys
Year 1	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	Healthy me Super sleep Who can help? Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Inside my wonderful body! Taking care of a baby Then and now Who can help? Surprises and secrets Keeping privates private
Year 2	Our ideal classroom How are you feeling today? Bullying or teasing? Don't do that! Being a good friend Let's all be happy!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When I feel like erupting Feeling safe How can we look after our environment? Playing games	You can do it! My day Harold's postcard Harold's bathroom My body needs... What does my body do?	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Year 3	My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare Friends are special	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts None of your business! Help or harm?	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Poorly Harold For or against? I am fantastic! Getting on with your nerves! Body team work Top talents	Relationship Tree Body space Secret or surprise? My changing body Basic first aid
Year 4	Ok or not ok? (part 1) Ok or not ok? (part 2) Human machines Different feelings When feelings change Under pressure	Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype!	Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Why pay taxes?	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community Basic first aid	Moving house My feelings are all over the place! All change! Preparing for periods Secret or surprise? Together
Year 5	Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	'Thinking' about habits Jay's dilemma Ella's diary dilemma Decision dilemmas Drugs: true or false? Smoking: what is normal?	What's the story? Fact or opinion? Rights, responsibilities and duties Spending wisely Lend us a fiver! Local councils	Getting fit It all adds up! Different skills Independence and responsibility Basic first aid, Sepsis Awareness	How are they feeling? Taking notice of our feelings Changing bodies and feelings Help! I'm a teenager - get me out of here! Stop, start, stereotypes
Year 6	Working together Let's negotiate Solve the friendship problem Assertiveness skills Don't force me Acting appropriately	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes	Think before you click! To share or not to share? What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1)	Two sides to every story Fakebook friends Jobs and taxes Action stations! Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made	Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies