



Perseverance Respect Honesty Friendship

Relationships & Sex Education (RSE) Policy

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I Introduction

At Brooklands we consider it important that our pupils are taught that families and relationships come in many forms with the core shared value being to provide a nurturing environment for children. When talking about relationships we continuously strive to ensure we educate our pupils in an inclusive and respectful manner. Our motivation is to teach the key building blocks that support healthy, respectful relationships, focusing on family and friendships, in all contexts. We do not promote any particular type of relationship, but that all relationships should be built on a strong foundation of mutual love and respect.

This policy is based on our four school values:



Our children are confident learners with strong core skills across the curriculum and they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children understand the importance of being honest to themselves and others about their good choices and their mistakes.



Our children develop strong friendships with their peers and act in a friendly manner towards others. They understand the difference between these and are open to making new friendships.

2 Additional guidance

Our school's policy on Relationships Education and Relationships and Sex Education is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2019). This guidance replaces the 'Sex and Relationships Education' guidance (2000).

In addition, our policy is also guided by The Equality Act 2010 which protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. Brooklands Primary School is an inclusive school whereby we focus on the well-being and progress of every child and where all members of our community are of equal worth. We take our responsibilities under the Equality Act (2010) very seriously and are committed to valuing diversity, tackling discrimination, promoting equality and fostering good, positive and respectful relationships between people. We aim to create an environment where all members of our community are respected and treated fairly regardless of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

The DfE guidance states that Relationships Education should 'focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with other adults'.

In terms of Relationships and Sex Education (RSE), the DfE guidance 'covers everything that primary schools should teach about relationships and health, including puberty.' It also highlights the cross curricular links in science and learning about the human body and its development (including puberty). However, the guidance states that 'it will be for primary schools to determine whether they need to cover any additional contents on sex education to meet the needs of their pupils'.

At Brooklands, we identify RSE as part of the Personal, Social and Health Education (PSHE) curriculum. Taught throughout Upper Key Stage 2, in Year 6 we have chosen to include sessions that teach children about human sexual reproduction whilst in Year 5, we focus the children's learning on how their bodies will begin to change as they continue to grow (puberty). When teaching RSE sessions, we do this in a way that allows children to ask questions and explore their understanding in a safe and supportive environment backed by factual information.

The teaching of Relationships will be embedded in our PSHE practice for all year groups. As educators, we believe that Relationships Education must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of all pupils and parents, whilst always with the aim of providing our pupils with the necessary knowledge they need to become successful and happy adults, who make a meaningful contribution to society.

We acknowledge that families and relationships come in many forms with the core shared value being to provide a nurturing environment for children. When talking about relationships we continuously strive to ensure we educate our pupils in an inclusive and respectful manner. Our motivation is to teach the key building blocks that support healthy, respectful relationships, focusing on family and friendships, in all contexts.



3 Subject Content and Organisation

When planning and reviewing our RSE curriculum, school receives support a range of sources including the DfE, PSHE Association and Trafford Local Authority. Our PSHE curriculum is delivered through three themes throughout the academic year; the third being Relationships.

Relationships Education

The Relationships theme (objectives primarily covered throughout the summer term) is split into these areas;

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships (Key Stage 2 only)

At Brooklands, all year groups will follow objectives set for this theme and lessons will be delivered by the class teacher on a weekly basis. Each year will build on what children have learnt in the previous year through discussions, role play, use of stories or props such as puppets. Furthermore, in accordance with the Equality Act (2010) and with reference to the DfE guidance on the teaching about relationships, we ensure we use a variety of resources that represent the full range of family environments represented in our community including single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, and foster parents/carers.

Sex Education

The Sex Education element of RSE is taught in Year 5 (changes to the body during puberty, female menstruation) and Year 6 (sexual reproduction). At Brooklands we teach children about human sexual reproduction along with providing children with information about appropriate sexual behaviour in an adult relationship, such as holding hands, cuddling or kissing. We teach this with an awareness of a set of key principles which underpin all our work and on the understanding that:

- It is taught in the context of marriage or a committed adult relationship and family life;
- It is part of a wider process of social, personal, spiritual and moral education;
- Children to be taught to have respect for their own bodies;
- Children to learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- The importance to build positive relationships with others, involving trust and respect;
- Children to learn the importance of self-control.

In order to support children's understanding of the topics, we use a range of resources including a series of videos, shown to the children in the summer term of Year 5 and 6 followed by discussions as part of a planned sequence of lessons. Parents will be given the opportunity to view these videos online prior to the lessons and will be informed of when



these lessons are taking place so that they are prepared for questions that may follow at home.

Although we carry out the main RSE sessions through our PSHE curriculum, we also teach RSE through other subject areas (e.g. science, PE and computing; online safety) which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing. Where appropriate other agencies such as the school nurse or NSPCC may be invited into school to support learning.

By the end of Key Stage 2, we ensure that all children understand human conception, how children's bodies change during puberty, what menstruation is, and how it affects women. Children will also have learnt about respect for themselves and others. We always teach this with due regard for the emotional development of the children.

As an inclusive school, the delivery of content when teaching RSE will be made accessible to all pupils, including those with SEND. Please refer to the school's SEND policy for more information.

4 The Role of Parents

The Relationships Education, RSE, and Health Education (England) Regulations 2019 states that children cannot be withdrawn from Relationships Education or Health Education in primary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are additional to that covered by the science curriculum, which is mandatory. This request must be made in writing to the headteacher.

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

The school acknowledges and respects that the primary role in children's learning of relationships and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of the children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- Inform parents about the school's Relationships and Relationships and Sex Education policy and practice;
- Answer any questions that parents may have about the relationships and sex education of their child;
- Take seriously any concerns that parents raise with teachers or governors about this policy, or about the arrangements for Relationships and RSE in the school;
- Consult parents when reviewing the school policy;
- Provide parents with an opportunity to view the films prior to their children watching them;
- Inform parents about the best practice known with regard to Relationships and RSE, so that the teaching in the school supports the key messages that parents and carers give to children at home;
- Inform parents of any issues that arise from the sessions.



5 Policy leadership and approval

PSHE is led and managed by the PSHE Leadership team (see leadership reports for the current team), with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval

6 PSHE and faith perspectives

At Brooklands, pupils of all faiths and those of no faith are treated equally and respectfully. In line with the Department for Education's statutory guidance, PSHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, PSHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage). However, PSHE is always taught within the context of the Equality Act 2010 and the school places PSHE at the forefront of its Public Sector Equality Duty to: Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

7 Safeguarding

Teachers conduct Relationships and RSE lessons in a sensitive manner, and in confidence. However, if a child makes references to being involved (or likely to be involved) sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection in line with the school's safeguarding policy.



Appendix I

Relationship Theme Objectives for Nursery to Year 6

Year Group	Objectives taught
Nursery	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none">• I can become more outgoing with unfamiliar people, in the safe context of my setting.• I can show more confidence in new social situations.• I can begin to make sense of my own life-story and family's history. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none">• I can play with one or more other children, extending and elaborating play ideas.• I can find solutions to conflicts including talking to others.• I can understand how others might be feeling. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none">• I can develop my sense of responsibility and membership of a community.• I can develop appropriate ways of being assertive.
Reception	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none">• I can form positive attachments to adults and friendships with peers.• I can talk about members of my immediate family and community.• I can name and describe people who are familiar to me. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none">• I can express my feelings and consider the feelings of others.• I can think about the perspectives of others.• I can work and play cooperatively and take turns with others.• I can show sensitivity to my own and to others' needs. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none">• I can see myself as a valuable individual.• I can build constructive and respectful relationships.• I can identify and moderate my own feelings socially and emotionally.• I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.• I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.• I can explain the reasons for rules, know right from wrong and try to behave accordingly.

<p>1</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • I can identify special people in my life (family, friends, carers), what makes them special and how special people should care for one another. • I can identify and respect the differences and similarities between people and understand families can be different but still share the same values of love and care. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> • I understand how important friendships are in making me feel happy and secure. • I know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> • I understand the importance of respecting others and I can demonstrate good manners. • I can recognise that there are different types of teasing and bullying, I understand that these are wrong and unacceptable. • I can recognise when people are being unkind either to myself or others, how to respond, who to tell and what to say. • I can recognise the difference between secrets and surprises (that everyone will find out about it eventually) and the importance of not keeping any secret that makes yourself feel uncomfortable, anxious or afraid. • I can recognise what is fair and unfair, kind and unkind, what is right and wrong.
<p>2</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • I can identify special people in my life (family, friends, carers), what makes them special and how special people should care for one another. • I understand that other's families, either in school or in the wider world, sometimes look different from my family, but I should respect those differences and know that other children's families are also characterised by love and care. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> • I recognise the characteristics of friendship, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. • I can recognise how my behaviour affects other people. • I can offer constructive support and feedback to others. • I can communicate my feelings to others, to recognise how others show feelings and how to respond. • I understand that healthy friendships are positive and welcoming towards others, and we do not make others feel lonely or excluded.

	<p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> • I can identify and respect the differences and similarities between people • I can recognise what is fair and unfair, kind and unkind, what is right and wrong. • I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class. • I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • I can judge what kind of physical contact is acceptable. Comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). • I know what is meant by 'privacy'; I have a right to keep things 'private'; the importance of respecting others' privacy. I understand how it is not always right to keep secrets if they relate to being safe.
<p>3</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • I recognise how important my family is to me because they can give love, security and stability. • I recognise that families can look different from my own, but I should respect those differences and know that other children's families are also characterised by love and care. • I can recognise different types of relationships, including those between acquaintances, friends, relatives and families. • I can recognise ways in which a relationship can be unhealthy and whom to talk to, and how to talk about it, if I need support. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> • I understand how important friendships are in making me feel happy and secure. • I know how people choose and make friends and that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> • I recognise the importance of respecting others, even when they are very different from me or make different choices or have different preferences or beliefs. • I can work collaboratively towards shared goals. • I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> • I understand that sometimes people behave differently online, including by pretending to be someone they are not. • I understand that the rules and principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.



<p>4</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none">• I recognise how important my family is to me because they can give love, security and stability.• I can recognise the importance of a healthy family life and recognise characteristics including commitment to each other, protection and care for family members and the importance of spending time together and sharing each other's lives.• I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support. <p><u>Caring friendships:</u></p> <ul style="list-style-type: none">• I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship.• I can recognise that friendships have ups and downs, and I can develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and that resorting to violence is never right. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none">• I recognise the importance of respecting other, even when they are very different from me or make different choices or have different preferences or beliefs.• I feel confident to raise my own opinions and concerns and recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge other's points of view.• I can recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).• I understand I have personal boundaries; I also understand I have rights to privacy and I can identify what information I am willing to share with significant people in my life; friends, classmates and others. <p><u>Online relationships:</u></p> <ul style="list-style-type: none">• I understand that sometimes people behave differently online, including by pretending to be someone they are not.• I understand that the rules and principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
<p>5</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none">• I know that marriage and civil partnership is an example of a stable, loving relationship and is a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.• I can recognise and respect that families can be different from that of my own and understand that they are also characterised by love, care and commitment.• I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.

	<p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> • I recognise that healthy friendships are characterised by mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences and support with problems and difficulties. • I understand that 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. • I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> • I understand the importance of respecting others even when they are different from myself (physically, in character, personality or backgrounds,) or make different choices or have different preferences or beliefs. • I can recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling'. How to respond and ask for help). <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> • I can critically consider my online friendships and sources of information including awareness of the risks associated with people they have never met. • I understand what sorts of boundaries are appropriate in friendships with peers and others in a digital context. • I understand how to respond safely to an individual I may encounter in all contexts (including online) who they do not know. I know who to go to if I need help and support e.g. family and school and/or other sources. <p><u>Sex Education:</u></p> <ul style="list-style-type: none"> • I understand key facts about puberty and the changing adolescent body including key facts about the menstrual cycle. • I know how my body will, and emotions may, change as I approach and move through puberty. I understand the key facts relating to the menstrual cycle.
<p>6</p>	<p><u>Families and people who care for me:</u></p> <ul style="list-style-type: none"> • I know that marriage and civil partnership is an example of a stable, loving relationship and is a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • I know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership and that forcing anyone to marry is a crime. • I can recognise and respect that families can be different from that of my own and understand that they are also characterised by love care and commitment. • I can recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.

Caring friendships:

- I recognise that healthy friendships are characterised by mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences and support with problems and difficulties.
- I recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- I know that my actions affect myself and others.
- I know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) I can understand and respect people's differences.
- I understand the importance of respecting others and the importance of permission seeking and giving in relationships with friends, peers and adults.
- I can recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling'. How to respond and ask for help).

Online relationships:

- I can critically consider my online friendships and sources of information including awareness of the risks associated with people they have never met.
- I understand what sorts of boundaries are appropriate in friendships with peers and others in a digital context.
- I understand how to respond safely to an individual I may encounter in all contexts (including online) who they do not know. I know who to go to if I need help and support e.g. family and school and/or other sources.

Sex Education:

- I understand key facts about puberty and the changing adolescent body including key facts about the menstrual cycle.
- I know how my body will, and emotions may, change as I approach and move through puberty.
- I know the basics of human reproduction (***right to withdraw!***).