



Bevendean Primary School and Nursery

Relationships, Health and Sex Education Policy

This policy was adopted in **November 2024**

This Policy is due for review in **November 2025**

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Statement of intent

At Bevendean Primary School & Nursery, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. State-funded primary schools are also required to teach health education. This is taught within the PSHE Curriculum.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, health and sex curriculum, providing clarity on how it is informed, organised and delivered.

Organisation of the Curriculum

The school follows the Brighton & Hove schemes of work for Relationships, Health and Sex Education (RHSE), this includes the lesson plans and resources. The RSHE curriculum is organised in a way that is appropriate for the age and developmental stages of pupils within each year group.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula.

Parents and Carers

The school understands the important role parents play in enhancing their children’s understanding of relationships and sex.

Parents are provided with the following information:

- The content of the relationships, health and sex curriculum
- The delivery of the relationships, health and sex curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Relationships Education Overview

The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education Overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.

- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Content of the RHSE Curriculum

Please note that the highlighted statements are the non-statutory elements of RHSE and therefore the only ones that parents / carers can withdraw their children from. Body parts teaching is part of the science curriculum and therefore not something parents and carers can withdraw from.

There is a powerpoint slide in a lesson in Year 2 and one lesson in Year 4 and one in Year 6 that explore human reproduction in an age appropriate way - so these are the elements parents and carers can withdraw from.

Reception

What can we do to look after our bodies?

Can you label all the parts of our bodies including personal and private parts?*

What do we need to grow up healthy?

Why do we need friends?

How can we look after ourselves and our bodies at school?

Year 1

What makes a family?

How do babies grow into children?

What keeps our bodies healthy as we grow?

Can you label all the parts of the bodies including personal and private parts? *

How do we keep our bodies safe?

Year 2

Are any two bodies the same size and shape?

What do we love about our bodies?

Why is it wrong to tease someone about how they look?

Why are there differences between most girls' and most boys' bodies? (parents / carers have the right to withdraw)

Why do all animals including humans have male and female body parts?

What makes a good friend?

Does it matter if our friends are boys or girls?

Is there more than one way to be a boy or a girl?

Year 3

What are the names of female and male personal and private body parts and what do they do? Do bodies come in all shapes and sizes?

How can we feel good about ourselves?

Should we all look the same?

How do I pick myself up if I feel down?

What is a family?

Are all families the same?
How do families change?
What is a healthy relationship?
When does friendship feel good?

Year 4

What happens to my body as I grow and change from a child to a grown up?
How do the changes at puberty affect how young people might feel?
What friendship skills will I need as I grow and change?
How can I keep healthy and safe as I grow and change?
****How do human babies begin?** (parents / carers have the right to withdraw)

What are the different ways that families begin?

Year 5

What causes embarrassment?
How can we manage the ups and downs in friendships?
Why is trust important in friendships?
What does puberty mean?
How do children grow and change into young adults?
What is puberty like for most girls and most boys?
What is exciting about growing up?
How can we grow confidence to talk about puberty and ask questions?
What do young people need to do to look after themselves during puberty?(hygiene)

Year 6

What is body image?
How do images in the media affect how we feel about ourselves?
When do friendships feel positive online and face to face?
How can I stay safe online?
How can I stay safe online?What is safe to share online?
How can I find out information about growing up safely?
****What is the difference between a grown up relationships and friendship?** (parents / carers have the right to withdraw)
How do human babies start? (parents / carers have the right to withdraw)
How are human babies born? (parents / carers have the right to withdraw)

* Progression of language introduced from YR for private personal parts

YR- vulva, vagina penis Y1 - vulva, vagina, penis, testicles, anus Y2/3- vulva, vagina, clitoris, penis, testicles, anus, breasts, Y4/5/6- vulva, vagina, clitoris, uterus/womb, penis, testicles, anus, breasts,

Delivery of the Curriculum

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge

All resources or materials used to support learning are provided by Brighton & Hove and are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Withdrawing from the Subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The highlighted statements above are the non-statutory elements of RHSE and therefore the only ones that parents / carers can withdraw their children from. Body parts teaching is part of the science curriculum and therefore not something parents and carers can withdraw from.

There is a powerpoint slide in a lesson in Year 2 and one lesson in Year 4 and one in Year 6 that explore human reproduction in an age appropriate way - so these are the elements parents and carers can withdraw from.

The Headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

Where a pupil is withdrawn from sex education (highlighted sections only), the Headteacher will ensure that the pupil receives appropriate alternative education.

Confidentiality, Safeguarding and Disclosure

We recognise that effective teaching and learning in PSHE education may give rise to disclosures. As part of PSHE education, children and young people are encouraged to talk with their parents, carers or other trusted adults about their worries, concerns or questions. See the school safeguarding policy for more detail about school procedure and protocols

Monitoring and Review

The Governing Board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and Headteacher. This policy will also be reviewed in light of any changes to statutory or Local Authority Guidance.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.