



# **Relationships and Health Education Policy**

**(Including Bowmansgreen's Sex  
Education Policy)**

**July 2023 – July 2025**

**Reviewed by: Effectiveness Committee**

**Coordinator: PSHE Lead and Headteacher**

**Date: July 2023**

**Review date: July 2025**

## 1. Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social, Health and Economic education (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

At Bowmansgreen, we value PSHE as one way to support pupils’ development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include Relationships and Health Education within our whole-school PSHE Programme.

At Bowmansgreen, we teach PSHE as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

To ensure progression and a robust curriculum, tailored to the needs of our pupils, we use Jigsaw, the mindful approach to PSHE, to support the teaching of PSHE across the school. Jigsaw is our main teaching and learning programme and offers a comprehensive scheme of work which brings consistency and progression to pupils' learning in this vital curriculum area. We adapt and personalise the programme to the needs of each class and year group and supplement it with additional resources and materials, where necessary.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Our PSHE policy is informed by existing Department for Education (DfE) guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Our PSHE curriculum is set out in appendix 2 and can be viewed on our school website.

## 2. Policy development

This policy has been developed in consultation with staff, pupils, parents, carers and governors. The consultation and policy development process involves the following steps:

- Review of existing policy - taking into account relevant legislation and information, including national and local guidance
- Staff consultation
- Parent and carer consultation
- Pupil consultation
- Ratification - once all amendments were made, the policy was shared with governors and ratified

## 3. Intent

School Vision: **'For all pupils to flourish, succeed and achieve their potential'**

Through this policy, we also aim:

- For pupils to feel valued, respected and listened to
- For pupils to feel happy and safe
- For pupils to be aware of their own thoughts and feelings
- For pupils to develop a positive self-image and sense of identity
- For pupils to develop a healthy relationship with self and with others
- For pupils to know how to look after and improve their physical health
- For pupils to know how to look after and improve their mental health
- To provide a framework in which sensitive discussions can take place

## 4. Bowmansgreen Rules and Values

This policy is underpinned by our school rules, values and ethos.

School Rules: **Be kind, be safe, be respectful**

School Values:

Autumn 1 <b>Kindness</b>	Spring 1 <b>Friendship</b>	Summer 1 <b>Truth and Honesty</b>
Autumn 2 <b>Respect</b>	Spring 2 <b>Courage and Determination</b>	Summer 2 <b>Trust</b>

## 5. Relationships Education

The DfE states that the focus in primary school should be 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 adults.

Relationships Education in primary school covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Through the above five themes, pupils are taught about:

- what a relationship is, what friendship is, what family means and who the people are who can support them
- respect for others, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources etc
- the features of healthy friendships, family relationships and other relationships which young children are likely to encounter
- that the principles of positive relationships also apply online
- families of many forms provide a nurturing environment for children
- the character traits and positive personal attributes that help to form strong and positive relationships with others
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- to recognise and to report abuse, including emotional and physical, by focusing on boundaries and privacy

The expected outcomes for each of these elements can be found in the subject content section of this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere through PSHE e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced throughout the year and across the curriculum.

## 6. Health Education

Health Education in primary school covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The DfE states that the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.

Through the above eight themes, pupils are taught about:

- how physical health and mental wellbeing are interlinked
- self-control and the ability to self-regulate
- the importance of openness in discussing and dealing with health issues
- how to promote good health and wellbeing
- puberty, including menstruation
- the characteristics of good physical health and mental wellbeing
- the benefits and importance of daily exercise, good nutrition and sufficient sleep
- the normal range of emotions that everyone experiences
- the steps pupils can take to protect and support their own and others' health and wellbeing
- the benefits of hobbies, interests and participation in their own communities
- the benefits of rationing time spent online and the risks of excessive use of electronic devices
- why social media, computer games and online gaming have age restrictions and how to manage common difficulties encountered online.

It is important to explain that whilst the Healthy Me unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere through other PSHE units and lessons.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand. At Bowmansgreen, puberty is primarily taught as part of the 'Changing Me' unit.

## **7. Resources**

At Bowmansgreen, we use the Jigsaw Programme as the main teaching resource to deliver relationships and health education. It is a comprehensive PSHE scheme of work, based on a mindfulness philosophy and practice.

Teachers may use additional materials and resources to supplement specific units of work and individual lessons, where appropriate.

## **8. Monitoring and Review**

The Effectiveness Committee of the governing body monitors this policy on a two yearly basis. This committee reports its findings and recommendations to the full governing body, as necessary.

## **9. Parents' right to withdraw**

Relationships and Health education is statutory therefore parents do not have the right to withdraw their children from this curriculum.

## **10. Equality**

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010.

## Appendix 1: Bowmansgreen’s Relationships and Health Education Curriculum

### Relationships Education

The focus in primary school should be 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 adults.

DfE Guidance (2019) states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How this relates to Jigsaw</b>
<b>Families and 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. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</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,</li> <li>• truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>



	<p>interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</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</li> <li>• with respect by others, and that in turn they should show due</li> <li>• respect to others, including those in positions of authority.</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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</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</li> </ul>	

	<p>when we are anonymous.</p> <ul style="list-style-type: none"> <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>	

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How this relates to Jigsaw</b>
<b>Mental wellbeing</b>	<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 well-being 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 well-being.</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 well-being or ability to control their emotions</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<p>(including issues arising online).</p> <ul style="list-style-type: none"> <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 knowhow 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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories</li> </ul>	<p>All of these aspects are covered in lessons</p>

	<p>and other nutritional content).</p> <ul style="list-style-type: none"> <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>	<p>within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</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 immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix 2: PHSE Curriculum Map (Including Relationships and Health Education and Sex Education (RSE))

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Reception</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Year One</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Year Two</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

<b>Year Three</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
<b>Year Four</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby (RSE) Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Year Five</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception incl. IVF (RSE) Growing responsibility Coping with change Preparing for transition
<b>Year Six</b>	Identifying goals for the year	Perceptions of normality Understanding disability	Personal learning goals, in and out of school	Taking personal responsibility	Mental health Identifying mental health	Self-image Body image

	<p>Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling</p>	<p>Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict, difference as celebration  Empathy</p>	<p>Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  Compliments</p>	<p>How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress</p>	<p>worries and sources of support  Love and loss  Managing feelings  Power and control  Assertiveness  Technology safety  Take responsibility with technology use</p>	<p>Puberty and feelings  Conception to birth (RSE)  Reflections about change  Physical attraction  Respect and consent  Boyfriends/girlfriends  Sexting  Transition</p>
--	---	--	---	--	---	---





## Appendix 3

### Sex Education Policy

#### 1. Context

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”  
DfE Guidance p.8

As a maintained primary school, Bowmansgreen must:

- provide health education to all pupils
- provide relationships education to all pupils, as per section 34 of the [Children and Social work act 2017](#)
- teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education (RSE), we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Although ‘Sex Education is not compulsory in primary schools’. (p. 23), the Department for Education (DfE) Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’ Schools are therefore able to determine the content of their own sex education and policy.

#### 2. Intent

At Bowmansgreen, we believe that relationships and sex education (RSE) is part of the wider, lifelong learning about the emotional, social, cultural and physical aspects of growing up.

It involves learning about relationships, human sexuality, diversity, sexual health, and personal identity. RSE also enables pupils to explore their own and others’ attitudes, values and behaviours and builds their self-esteem and self-confidence to view their own developing identity and sexuality positively.

Sex education ‘should ensure that both boys and girls are prepared for the changes that 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’. (DfE, Statutory Guidance)

In addition to the aims set out in our Relationships and Health Education Policy, through our Sex Education Policy, we aim:

- For pupils to learn the facts about human reproduction
- For pupils to know and label the male and female anatomy correctly
- To prepare pupils for puberty and give them an understanding of sexual development
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework in which sensitive discussions can take place

Relationships and sex education is **not**:

- about the promotion of sexual activity
- designed to encourage early sexual experimentation
- ignorant of religious backgrounds

RSE involves a combination of sharing information, exploring issues and values.

At Bowmansgreen, we have chosen to teach aspects of sex education outside of the national curriculum for science and have set out details of this content and its delivery, below.

### **3. Subject content**

We have developed the Bowmansgreen PSHE and RSE curricula in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We may need to adapt them from time to time, to reflect the needs of our pupils.

Sex education refers to human reproduction – how a baby is conceived and born.

In order to teach this in a scientific context, and knowing that the national curriculum for science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, as we believe this is most appropriate for our children.

Therefore, the parent or carer's right to withdraw their child from these lessons does not apply.

There are three lessons which we will use to teach sex education outside of the national curriculum for science. Parents and carers may request their child is withdrawn from these specific lessons.

Year 4 - Having a baby

Year 5 - Conception

Year 6 - Conception and birth

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their own family circumstances, e.g. single parent families, LGBTQ parents, families headed by

grandparents, adoptive parents, foster parents and family structures for looked after children or young carers.

We are, of course, happy to discuss the content of the curriculum and invite you to contact the Headteacher, Deputy Headteacher or PSHE Lead.

#### **4. Resources**

At Bowmansgreen, we use the Jigsaw Programme as the main teaching resource to deliver RSE. It is a comprehensive PSHE scheme of work, based on a mindfulness philosophy and practice.

Teachers may use additional materials and resources to supplement specific units of work and individual lessons, where appropriate.

#### **5. Managing difficult questions**

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online or gain false information and misconceptions from peers.

#### **6. Roles and responsibilities**

##### **6.1 The governing board**

The governing board has delegated the approval of this policy to the Effectiveness Committee.

This committee will approve the RSE policy and hold the Headteacher to account for its implementation.

##### **6.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see appendix 4).

##### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils, including pupils with SEND and other protected and vulnerable characteristics
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All teachers at Bowmansgreen are responsible for teaching RSE if they teach or cover a class when RSE lessons are taught as part of the curriculum.

#### **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **7. Parents' right to withdraw**

"Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory Relationships and Sex Education." DfE Guidance p.17

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in **appendix 4** of this policy, addressed to the Headteacher.

The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education which will be complete in another room.

#### **8. Training**

Staff are trained on the delivery of RSE as part of their curriculum training. It is included as part of the staff's continuing professional development.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, when necessary and appropriate.

#### **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Curriculum Lead, Christina Smith and the Headteacher through:

- Lesson drop-ins
- Work and planning scrutiny
- Learning walks
- Staff discussion and lesson study
- Pupil voice activities

Pupils' development in RSE is monitored by class teachers as part of our internal monitoring and assessment.

This policy is a statutory policy and will be reviewed every two years by the PSHE Curriculum Lead and SLT.

At every review, the policy will be reviewed and approved by the Effectiveness Committee.

#### Appendix 4: Parent/Carer form - withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	(Include notes from discussions with parents, agreed actions and where pupil will work during RSE lessons)
Headteacher or DHT signature	