

BMJ RSE Policy



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1. Aims

The aims of the RSHE policy at our school are to:

- Provide a framework in which sensitive discussions can take place
- Give pupils the essential skills needed for building positive, enjoyable, respectful and non-exploitative relationships

- Prepare pupils for the changes they will experience at puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Ensure pupils have the ability to accept their own and others' sexuality
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give pupils the correct information they need to make good decisions about their own health and well-being
- Enable pupils to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

2. Statutory Requirements

From September 2020, relationships and health education is statutory in primary schools. Parents and carers have the right to withdraw their child from receiving the 'sex education' element of RSE (see section 7). However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSHE, they must follow the guidance issued by the DfE as outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', published in June 2019.

At Brinsworth Manor Junior School we teach RSHE as set out in this policy.

3. Policy Development

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

1. Review – the PSHE co-ordinators pulled together all relevant information including relevant national and local guidance
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent and Governor Consultation – parents and governors were invited to comment on the policy

4. Pupils were consulted via the school council
5. Ratification – once amendments were made; the policy was shared with governors and ratified.

4. Definition

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” From September 2020 the teaching of Relationships Education and Health Education became compulsory in primary schools. Sex Education lessons are non-statutory. At Brinsworth Manor Junior School we are committed to ensuring all these elements are delivered within the context of a broad and balanced curriculum.

We aim to prepare children to cope with the physical and emotional challenges of growing up, as well as giving them an elementary understanding of human reproduction. We also aim to ensure that children understand the characteristics of good physical health and mental well-being and the positive two-way relationship between the two. We see parents and carers as the main educators of children in RSHE and our school role is to complement and reinforce children’s knowledge and understanding.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE will include discussion of sexuality in a sensitive manner and will include positive representations of LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer) people. Discussion of relationships will not be solely about heterosexual relationships and the word ‘partner’ can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school’s approach to equal opportunities.

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

RSE is not about the promotion of sexual activity.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. This includes learning about changes in humans as they develop.

The RSHE curriculum at Brinsworth Manor Junior School has been carefully developed to give children the information they need in a sensitive and age appropriate way.

Relationships Education

In every year group there is a focus on building respectful relationships with peers and within their families. The content of the relationships education is laid out in the table below. This curriculum content is statutory.

	Year 3	Year 4	Year 5	Year 6
Lesson 1	To recognise that there are different types of relationships (friendships, family relationships, romantic relationships, online relationships) To understand that a feature of positive family life is caring relationships To identify characteristics of a healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty To know where to seek advice, if I feel unhappy at home	To recognise that there are different types of relationships (friendships, family relationships, romantic relationships, online relationships) To understand that a feature of positive family life is caring relationships To identify characteristics of a healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty To know where to seek advice, if I feel unhappy at home	To understand how friendships can change over time To identify opportunities to make new friends To understand that friendships have ups and downs To identify strategies for dealing with a friendship dispute To recognise when a friendship is making me feel unsafe and how to manage this (online and offline)	To understand the impact of bullying, both online and offline To develop strategies to respond to hurtful behaviour experienced or witnessed To identify how to report concerns regarding hurtful behaviour To identify strategies for recognising and managing peer influence To recognise the effect of the actions of others
Lesson 2	To understand about personal space for myself and others To understand different types of physical contact (acceptable and unacceptable)	To understand different types of physical contact (acceptable and unacceptable) To know that I am in charge of my own body	To identify strategies to respond to hurtful behaviour experienced or witnessed (online or offline) To understand the impact of bullying, both online and offline	To know that I am in charge of my own body To understand that I can give or refuse consent to physical consent To identify strategies to respond to unwanted

	To know that I am in charge of my own body To understand that I can give or refuse consent to physical contact	To understand that I can give or refuse consent to physical consent To identify strategies to respond to unwanted physical contact (say no, tell an adult) To understand how and when to seek support, if I am worried about unwanted physical contact	To understand the consequences of bullying behaviour To understand the impact that a bystander has in a bullying situation To identify strategies for recognising and managing peer influence To recognise the effect of the actions of others	physical contact (say no, tell an adult) To understand how and when to seek support, if I am worried about unwanted physical contact To understand my right to privacy and to have personal boundaries(online and offline)
Lesson 3	To understand what constitutes a healthy friendship (mutual respect, trust, truthfulness, loyalty, kindness etc) To understand about the importance of friendships to support well-being To identify different types of friendships (acquaintances, class mates, close friends) To identify strategies for building and maintaining positive friendships	To understand about the importance of friendships to support well-being To identify different types of friendships (acquaintances, class mates, close friends) To identify strategies for building and maintaining positive friendships To identify strategies for dealing with a friendship dispute	To know that I am in charge of my own body To understand that I can give or refuse consent to physical consent To identify strategies to respond to unwanted physical contact (say no, tell an adult) To understand how and when to seek support, if I am worried about unwanted physical contact To understand my right to privacy and to have personal boundaries(online and offline)	To understand how to respond safely and appropriately to unknown adults that I might encounter (stranger danger) To understand how and when to seek support, if I am worried about encounters with unknown adults
Lesson 4	To understand that healthy friendships make people feel included To recognise signs of exclusion in myself and others To identify strategies for including my peers within my friendships	To understand what bullying is To understand the impact of bullying, both online and offline To understand the consequences of bullying behaviour	To understand how to respond safely and appropriately to unknown adults that I might encounter (stranger danger) To understand how and when to seek support, if I am worried about encounters with unknown adults	To understand what discrimination is (race, religion, sexual orientation, gender, disability) To understand the impact of discrimination on myself and others To identify how to challenge discrimination appropriately

	To understand the impact of bullying, both online and offline To understand the consequences of bullying behaviour To understand how and when to seek support, if I am worried about my friendships	To understand the impact that a bystander has in a bullying situation To understand how and when to seek support, if I am worried about my friendships		
Lesson 5	To understand and respect differences and similarities between people (physicality, personality, background) To understand how and when to seek support, if I am worried about discrimination	To understand and respect differences and similarities between people (physicality, personality, background) To understand and respect differences and similarities between people (race, religion, sexual orientation, gender, disability) To understand how and when to seek support, if I am worried about discrimination	To understand what discrimination is To understand the impact of discrimination on myself and others To identify how to challenge discrimination appropriately	To understand that people may be attracted to others in different ways (emotionally, romantically, sexually) To understand different types of formal relationships (living together, living apart, marriage and civil partnerships as legal declarations) To understand that forcing anyone to marry against their will is a crime To understand that health and support is available who are worried about themselves or others
Lesson 6		To understand what we mean by a secret To identify which secrets are ok and which are not ok To understand when it is right to break a confidence or share a secret	To understand and respect people's choice in gender and sexual orientation	

Relationships and Sex Education (RSE)

Pupils also receive lessons on the changes that people experience during puberty in Y3, 4 and 5. These lessons have been carefully planned to give children the information they need at the right age and to build on learning as children progress through school. This curriculum content is statutory. In year 6, this learning is reinforced and extended to include conception, pregnancy and the birth of a baby. This curriculum content is not statutory and parents do have the right to withdraw their child (see point 7). The details of this are laid out in the table below.

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Lesson 6 SRE	<u>SRE - inform parents that you will be teaching this lesson</u> To recognise that we all grow and change and identify puberty as the change from child to adolescent. To know some of the physical changes that occur during puberty – body shape, voice getting deeper. To know that everyone goes through puberty and it can feel different for everyone.	<u>SRE - inform parents that you will be teaching this lesson</u> To recognise that we all grow and change and identify puberty as the change from child to adolescent. To know that everyone goes through puberty and it can feel different for everyone. To use the correct names of male and female reproductive organs To describe the effect of puberty on male and female bodies. To explain what happens during periods (menstruation)	<u>SRE - inform parents that you will be teaching this lesson</u> To use the correct names of male and female reproductive organs (penis, testicles, vagina, vulva) To describe the effects of puberty on male and female bodies Explain what happens during periods (menstruation) Identify where to get help and support about the changes that happen at puberty To explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings	<u>SRE - inform parents that you will be teaching this lesson</u> To describe how to manage the physical changes of puberty. To explain how to manage some of the emotional changes associated with puberty. To know how a baby is conceived and born.* To know about the new opportunities and responsibilities that increasing independence will bring To identify some strategies to manage transitions between classes and key stages

			To explain why it is important to keep themselves clean during puberty	
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**Content is not statutory, and parents have the right to withdraw.*

Health Education

In every year group there is a focus on developing positive mental well-being. The drugs, alcohol and tobacco element of health education is also taught through RSHE. The physical health and fitness and the healthy eating aspects of health education are taught through the PE and science curriculum. The content of the health education is laid out in the table below. This curriculum content is statutory.

	Year 3	Year 4	Year 5	Year 6
Lesson 1	To understand the elements of a balanced healthy lifestyle To understand what good physical health means and how to recognise signs of physical illness	To understand the elements of a balanced healthy lifestyle To understand what good physical health means and how to recognise signs of physical illness	To identify strategies and behaviours that support positive mental health and well-being To identify how habits and routines can have both a positive and negative effect on a healthy lifestyle	To identify strategies and behaviours that support positive mental health and well-being To identify how habits and routines can have both a positive and negative effect on a healthy lifestyle

	To understand that mental health just like physical health is part of daily life To understand the importance of taking care of mental health	To understand that mental health just like physical health is part of daily life To understand the importance of taking care of mental health	To identify trusted adults inside and outside of school that can support my health and well-being To recognise warning signs about mental health in myself and others To understand how and when to seek support for myself and others' mental health	To identify trusted adults inside and outside of school that can support my health and well-being To recognise warning signs about mental health in myself and others To understand how and when to seek support for myself and others' mental health
Lesson 2	To understand how exercise can have a positive impact on mental and physical health To understand how sleep contributes to a healthy lifestyle (rest and recovery for the body, 7-12 year olds need 10-11 hours sleep)	To understand how exercise can have a positive impact on mental and physical health To understand some of the risks associated with an inactive lifestyle To understand how sleep contributes to a healthy lifestyle To understand the effects of lack of sleep on the body (behaviour, mood, attention span, cognitive ability) To understand the positive impact of having a good bedtime routine.	To understand the benefits of the internet To understand the importance of balancing time online with other activities (to support mental health and well-being) To develop strategies for managing screen time (phone, tablet, TV etc) To understand the importance of online privacy To understand how and when to seek support regarding online safety or content	To understand the benefits of the internet To understand the importance of balancing time online with other activities (to support mental health and well-being) To develop strategies for managing screen time (phone, tablet, TV etc) To understand the importance of online privacy To develop strategies for keeping safe online (not using personal details, telling an adult, blocking content/users) To understand how and where to report concerns online
Lesson 3	To identify strategies and behaviours that support positive mental health and well-being	To identify strategies and behaviours that support positive mental health and well-being	To understand how to keep myself safe in and around water	To understand that drugs can be both legal and illegal

	To identify how habits and routines can have both a positive and negative effect on a healthy lifestyle To understand how and when to seek support, if I am worried about my health	To identify how habits and routines can have both a positive and negative effect on a healthy lifestyle To identify strategies and routines that can improve my health and well-being To understand how and when to seek support, if I am worried about my health To identify trusted adults inside and outside of school that can support my health and well-being		To understand the importance of taking legal drugs (medicines) correctly To understand the laws surrounding drugs (some drugs are illegal to own, use or give to others)
Lesson 4	To understand what constitutes a healthy diet To understand the benefits to health and well-being of eating nutritionally rich foods To understand the risks associated with not eating a healthy diet including obesity and tooth decay	To understand the benefits of sun exposure To understand the risks of overexposure to the sun To know how to keep safe from sun damage and sun/heat stroke To know how to reduce the risk of skin cancer	To understand how medicines (when used responsibly) can have a positive impact on our health To understand that vaccinations can help to prevent or minimise illnesses To understand how allergies can be managed	To understand the effects of legal drugs such as alcohol and tobacco and vaping To understand why people may choose to take legal drugs (relaxation purposes)
Lesson 5	To understand how to maintain good oral hygiene (including correct brushing and flossing) To understand why regular visits to the dentist are essential To understand the impact of lifestyle choices on dental care (sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas, the effect of smoking)	To understand the reasons for following and complying with regulation and restrictions (including age restrictions on games etc) To develop strategies for keeping themselves safe on social media and online games	To understand that bacteria and viruses can have a negative effect on health To understand how to minimise the spread of infection To understand the importance of personal hygiene in relation to our overall health	To understand the effect of mixed messages in the media about legal drugs (including how this changes over time- eg vaping) To understand how and where to seek support for drug use for myself and others (illegal and legal drug use)
Lesson 6	To understand how to cross the road safely (stop, look, listen, think)	To identify possible hazards in the home that may cause harm, injury or risk (including fire)	To understand the difference between knowing someone online and knowing them in real life	To understand how to act and respond in an emergency situation

		To develop strategies for dealing with these hazards	To understand the risks of communicating with someone online that you do not know face-to-face To understand about why someone may behave differently online, including pretending to be someone they are not	To understand what is meant by first aid and how to support a casualty
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Across all year groups, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required including where to do this
- Making informed decisions
- Self-respect and empathy for others
- Managing conflict
- Discussion and group work

6. Roles and Responsibilities

a. The Governing Body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

b. The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

c. Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

If staff have any concerns about teaching RSHE or would like guidance with this, they should seek advice from the headteacher and/or the PSHE co-ordinators.

7. Parents Right to Withdraw

Parents have the right to withdraw their children from the non-statutory elements of RSE.

Requests for withdrawal should be made 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 RSE.

8. Training

Training on the delivery of RSHE is included in our continuing professional development calendar. Staff should speak to the headteacher if they would like further training on delivering RSHE.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

9. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through observations and through pupil voice activities.

Pupil development in RSHE is monitored by class teachers during lessons as part of their ongoing formative assessment.

This policy will be reviewed by the PSHE co-ordinators on an annual basis.