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**Brentfield Primary School**

Children of Today, Champions for Tomorrow

## **Relationships and Health Education Policy**

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Person Responsible	E. Chisholm and Governing Body
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## 1. Aims

The aims of relationships and sex education (RSE) at Brentfield are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Support pupils in developing a healthy, safer lifestyle.
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

We believe our pupils have an entitlement to be safe, well and healthy. Therefore we feel that in order for our pupils to leave Brentfield fully equipped for the next stage of their lives, they should receive a well-rounded education. For this reason, we the relationships and sex education children receive closely relates to our B.R.A.V.E. values as these are our key values.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Brentfield we teach RSE 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 – a member of staff or working group 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

RSE is **not** about the promotion of sexual orientation or sexual activity.

## 5. Curriculum

Our curriculum is taught within the umbrella of PSHE (Personal, Social, Health and Economic) education and we are flexible to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is predominately delivered within PSHE, however biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their class teacher.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendix 2.

Brentfield primary school caters to a diverse community. Under the [Equality Act](#), 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 home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 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 section 8).

### 7.3 Staff

Staff are responsible for:

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

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.

Please refer to the website to see the list of class teachers at Brentfield.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

## 10. Assessment and recording in RSE

It is recognised that RSE lessons are often, oral rather than written. Our school considers it good practice to record reflections and discussions held in class on this area of the curriculum. Every class will have a Reflection book where children's thoughts, views and assessments will be kept. Pupils' development in RSE is observed by class teachers as part of our internal assessment systems. Elements of RSE in the Science National Curriculum are assessed formally.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Miss Chisholm [PSHE and Wellbeing Subject Team Leader] through:

- Planning scrutiny;
- Learning walks;
- Reflection book looks;
- Pupil voice feedback;

This policy will be reviewed by Miss Chisholm [PSHE and Wellbeing Subject Team Leader] annually. At every review, the policy will be approved by the governing board.

## 12. Confidentiality and safeguarding procedures

Teachers need to be aware that effective RSE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to the disclosure of a child protection issue. Due to the guidelines in our Safeguarding and Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality. Pupils need to be reassured that their best interests will be maintained. This could lead to child protection action. Teachers should consult with the school's designated DSL (Designated Safeguarding Lead) for advice on safeguarding matters. All outside agencies working in school to support the RSE provision at Brentfield will adhere to all relevant school policies, including confidentiality and child protection issues. Staff need to be clear they cannot offer unconditional confidentiality to pupils and that the boundaries agreed by the school in relation to sensitive issues are adhered to.

See Brentfield's [Safeguarding and Child Protection Policy](#) for more information.

## Appendix 1: Curriculum map

		Health and Wellbeing Education	Relationships and Economic Education
EYFS	Nursery	Taking care of ourselves	Making friends
	Reception	Ourselves and growth	Exploring feelings
KSI	Year 1	How to keep teeth healthy	Growing and changing since birth
	Year 2	Health and unhealthy foods	Different types of families
KS2	Year 3	Understand the effects of caffeine	Differences between males and females Naming body parts
	Year 4	explain the risks associated with smoking	Basic facts about puberty FGM
	Year 5	Explain risks associated with alcohol	Emotional and physical changes during puberty Personal Hygiene
	Year 6	Explore the risks associated with drug use	Physical and emotional behaviour during puberty  Explore process of pregnancy and conception

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <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>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</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>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE



Brentfield Primary School  
41 - 43 Meadow Garth  
Neasden  
London  
NW10 0SL  
Headteacher: Nicola Harmer

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			
Signed:		Date	