Bonner Primary

Confidence, respect and a love of learning

Relationship Education and Sex Education (RSE) and Health Education policy

Our vision and aims support Articles 3, 12, 14, 28, 29, 30 and 31 of the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect pupils.

Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 14: Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Approved by:	Full Governing Body	**Date:** 29th June 2026
Last reviewed on:	2023	
Next review due by:	June 2028	

Contents

1. Aims 2
2. Statutory requirements 3
3. Policy development 3
4. Definition 3
5. Curriculum 4
6. Delivery of RSE 4
7. Use of external organisations and materials 6
8. Roles and responsibilities 7
9. Parents' right to withdraw 8
10. Training 8
11. Monitoring arrangements 8

Appendix 1: Curriculum map – Will be updated with new curriculum areas fully 10

Appendix 2: Department for Education 11

1. Aims

At Bonner, we recognise that children's confidence and success is linked to the quality of their close relationships and their ability to keep themselves safe and healthy. Relationships Education and Relationships and Sex education (RSE) and Health Education will ensure our young people are equipped with the knowledge and skills to have healthy relationships, understand how their bodies are growing and changing and how to cope with this, keep themselves safe and how to seek help when they need it. Bonner Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching Relationships Education and RSE to pupils.

The aims of relationships and sex education (RSE) and health education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide pupils with the knowledge and skills to foster healthy, respectful relationships in all contexts.
- Prepare pupils for the physical and emotional changes that occur during puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

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

1. Review – the PSHE curriculum lead and senior leadership team 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/carers were invited to attend a meeting where the policy was shared

4. Pupil consultation – pupil voice was conducted to find out what pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships education is about supporting the ongoing emotional, physical, social and cultural development of pupils. It involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships education involves a combination of sharing information, exploring issues and values. It is not about the promotion of any specific set of values.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. 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.

We will share curriculum materials with parents and carers through, meet the teacher meetings at the beginning of the school year and the termly curriculum newsletters. There will be parent workshops Year 4 and 5 parents ahead of the puberty lessons and for Year 6 parents prior to the non-statutory sex education lessons. The progressions of skills map is included on the school website under PSHE.

Primary sex education will focus on:

- 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 taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We use a range of teaching and learning styles. We encourage children to express themselves clearly and to listen respectfully and carefully to each other. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Delivery of the content will be made accessible to all pupils through adaptive teaching. Teachers provide learning opportunities matched to the individual needs of their class, including those with SEND.

Statutory 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, kind relationships
- Online safety and awareness
- Being safe

Statutory Health education focuses on teaching health and wellbeing to enable pupils to make good decisions about their own health and wellbeing and to understand the links between physical and mental health.

- General Wellbeing
- Wellbeing online
- Physical Health and Fitness

- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies

At Bonner Primary School we teach the topic of puberty in Year 4 and teach it again in Year 5 following advice from LBTH and PSHE Association as the onset of puberty can begin from the age of 8. This enables children to understand the changes to their body as they grow and develop. Puberty and sex education lessons are taught in single sex groups- based on the needs of the school community. The children learn about the main physical and emotional changes that occur during puberty and the importance of maintaining physical hygiene (please refer to Appendix 1 for further detail).

Sex Education (non-statutory):
How a baby is conceived and born is taught in Year 6 following the DfE recommendation.
Parents have the right to request withdrawal from the teaching of the non-statutory Sex Education lesson on how a baby is conceived and born. See section 9

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the school's values or the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are in line with the Curriculum Small Steps
    - Comply with:
        - This policy

    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 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
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory 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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers **do not** have the right to withdraw their child from **relationships education, health education and the National Curriculum science** as these are a statutory part of the curriculum.

Parents/carers do have the right to withdraw their child from the **non-statutory sex education** lessons in Year 6- see section 6.

Requests for withdrawal are made through a Google form which will be emailed to all Year 6 parents on Arbor after the parent information workshop. Parents/carers can request a call from a member of the Senior Leadership Team if they wish to discuss any specific areas of sex education. Alternative school work will be given to pupils who are withdrawn from sex education.

10. 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 may also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Sophie Stenning PSHE Curriculum Lead and the Senior Leadership Team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school. This will be done through:
Implementation of Small steps documents across all year groups to inform planning, book monitoring and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Lead and Headteacher every two years and when any reviews are made by the DFE. At every review, the policy will be approved by The Governing Body.

Appendix 1: Curriculum map –

Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.Health and Well-being	Nursery & Reception progression has been mapped out in accordance with Development Matters guidance Can tell adults when hungry or tired or when they want to rest or play.	Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	To understand the difference between healthy and unhealthy foods To understand the importance of variety on a diet To understand and explain how to keep teeth healthy To understand the importance of regular exercise	To know that there is a normal range and scale of emotions that we experience To be able to talk about and describe our own and other's emotions	To understand the importance of a balanced lifestyle (physical activity, diet, rest/ sleep, mental and emotional wellbeing) To judge when feelings are appropriate and proportionate To know different ways to stay physically and mentally healthy To know who can help if you feel isolated, lonely or unhappy	To be able to understand the importance of sleep and recognise signs of physical illness To understand how vaccinations work To be able to describe and perform the principles of basic first aid To know what the emergency services are and when and how to call them To explain the risks and dangers associated with smoking including passive smoking To understand peer pressure and how to manage i	To interpret and understand information on food labels (including nutritional value, allergens and country of origin) To understand the characteristics of a poor diet and the risks associated with unhealthy eating To investigate the implementation of Fair Trade across the world including fair pay To explain to others about the importance of buying fair trade	To be able to talk about and describe our own and other's emotions; To know strategies that can benefit our mental wellbeing and happiness To know that feelings and emotions can be affected and can be managed at challenging or difficult times; To judge if feelings are appropriate and proportionate
2. Relationships	Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Continue developing positive attitudes about the differences between people.	Name and describe people who are familiar to them. To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness Talk about members of their immediate family and community	To understand that we are all different but can still be friends To discuss how children grow and change To explore different types of families and who to ask for help; To identify who can help when families make us feel unhappy or unsafe To recognise different types of bullying and know what to do if you witness or experience bullying.	To understand the differences and similarities between people To understand that they have the right to say "no" to unwanted touch. To learn about keeping safe in the home including fire safety To learn about keeping safe outside To learn about road safety	To understand why friendship is important and what makes a good friend. To understand how to maintain good friendships and solve disagreements and conflict amongst ourselves and our peers. To explore different types of families and who to go to for help and support To understand how to respond safely and appropriately to adults they encounter	To know about some of the physical and emotional changes experienced during puberty. To understand male and female puberty changes in more detail To explore respect in a range of relationships; To discuss the characteristics of healthy relationships To explore how to share views in a positive way and how to challenge harmful viewpoints	To explore the emotional and physical changes occurring in puberty; To understand puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene; To explore ways to get support during puberty To know what to do if you witness or experience bullying To explore discrimination and how to challenge it To understand what equality means and why it is important	To know about managing change — new roles and responsibilities as we grow up To explore the importance of communication and respect in relationships To explore positive and negative ways of communicating in a relationship To understand how a baby is conceived (Non-statutory RSE lesson)

Appendix 2: Department for Education - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me Year 1 Year 3 Year 5	● That families are important for children 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 Year 2 Year 4 Year 6	● 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, 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 ● 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships Year 1 Year 2 Year 3 Year 5 Year 6	● 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 ● 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 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 ● 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 ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships Year 2 Year 4 Year 6	● That people sometimes behave differently online, including by 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 including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	● 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; including 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 (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources