

## **Relationships and Sex Education (RSE) Policy**

### **Branston Junior Academy**

This policy should be read in conjunction with Branston Junior Academy's PSHE and RSE curriculum document.

#### **1. SCOPE-**

##### **1.1 The Academy has the following aspirations:**

Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Reflect and Relationships. Together we will support children to write their own unique adventure, because 'Learning is a habit for life.'

1.2 Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

#### **2. Introduction**

This policy outlines how Relationships and Sex Education (RSE) is taught at our Branston Junior Academy. It has been developed in line with the Department for Education (DfE) statutory guidance and reflects our school's values, ethos, and commitment to safeguarding and pupil wellbeing.

RSE is supported by the school's PSHE (Personal, Social, Health and Economic) education curriculum and supports pupils to develop healthy, respectful relationships and to understand the changes that occur as they grow.

#### **3. Aims and Objectives**

Our aims in teaching RSE are to:

- Promote positive, respectful relationships.
- Help pupils understand the importance of family life, friendships, and care for others.
- Support pupils in developing confidence, resilience, and self-esteem.
- Enable pupils to understand how their bodies change as they grow.

- Teach pupils how to keep themselves safe, including online safety.
- Foster an understanding of equality, diversity, and mutual respect.

#### 4. Statutory Requirements

This policy is written in accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2025. Relationships Education is compulsory for all primary-aged pupils.

Sex education is not compulsory in primary schools beyond the statutory Science curriculum, but we believe it is important to teach age-appropriate aspects to prepare pupils for the changes of puberty. Parents do have the right to withdraw their children from Sex Education that goes beyond the Science curriculum- children who are withdrawn from these sessions will be given alternative work to complete under the supervision of another member of staff.

#### 5. Definition of Relationships and Sex Education

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

Sex Education in our school is age-appropriate and focuses on:

- The correct names for body parts
- Understanding that bodies change as children grow older and preparing pupils for puberty
- How a baby is conceived

#### 6. Curriculum Content

RSE is taught through PSHE lessons, assemblies, and where appropriate, cross-curricular links. All RSE lessons are delivered by qualified teaching staff employed by the academy.

Key areas include:

- Families and relationships
- Respect and kindness
- Friendship skills
- Managing feelings and emotions
- Understanding boundaries and personal space
- Puberty and body changes (Year 5 and 6)
- Online safety and digital citizenship (also included within the computing curriculum)

All teaching is delivered in an age-appropriate, sensitive, and inclusive way.

## 7. Inclusion and Equality

We ensure that RSE is inclusive and meets the needs of all pupils. Teaching reflects the diverse society in which we live and promotes respect for all. Subject content will be scaffolded and differentiated where appropriate to meet the needs of pupils with SEN.

## 8. Safeguarding and Child Protection

RSE plays a vital role in safeguarding children. Pupils are taught how to recognise inappropriate behaviour, understand the concept of consent, and know how and where to seek help.

Any disclosures made by pupils will be handled in line with the school's Safeguarding and Child Protection Policy. Where necessary, staff will signpost to support services where needed.

## 9. The Role of Parents and Carers

We recognise that parents and carers are the primary educators of their children in relationships and values. We work in partnership with parents and will inform them about the RSE curriculum and content taught. An RSE meeting will be offered annually, inviting parents in to provide them with an overview of the subject content taught, the resources used and as an opportunity to answer any questions.

Parents have the right to request that their child be withdrawn from sex education elements (outside the statutory Science curriculum). Such requests will be considered carefully in discussion with the Headteacher.

## 10. Teaching and Learning Approaches

RSE is taught using:

- Discussion and circle time
- Stories and case studies
- Role play and scenarios
- Age-appropriate videos and resources

Ground rules are established to ensure a safe, respectful learning environment. Pupils are encouraged to ask questions, which are answered honestly and sensitively. These questions will be pre-vetted by staff as much as possible. On the occasions where a question from a pupil may go beyond the curriculum, adults will direct pupils to discuss their question with parents at home.

## 11. Staff Training and Support

Staff delivering RSE are supported through training and guidance. They are confident in delivering content and aware of safeguarding procedures.

The following resources will be used to support the delivery of the RSE curriculum:

- Channel 4 All About Us: Living and Growing – Alternative DVD Y3/4 – Unit 1 Y5/6 Unit 2 and Unit 3
- PSHE 3 Dimensions Key Stage 2 Primary

Other resources may be used when teaching such as:

- Sex and relationships Education by Molly Potter 7-9 (LKS2) and 9-11 (UKS2)
- Living and Growing unit 1-3 resource book by John Lloyd and Clare Rowland
- My Amazing Journey by Pat Thomas
- How Did I begin? By Mick Manning and Brita Granstrom
- Talk PANTS

12. Curriculum Overview:

**In Y3/4 children will be taught:**

- Naming male and female body parts (including sex parts)- link to Science
- Identifying the similarities and differences between males and females- link to Science
- Understanding the life cycle from foetus to old age- link to Science
- To understand that a sperm and an egg is needed to make a cell- link to Science
- To understand personal hygiene and why it is important as we begin to go through puberty
- Understand that as we grow we become more independent
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes- sweat more, body shape changes- getting taller, spots, hair will grow, greasy hair
- Understand the difference between appropriate and inappropriate touch
- Understand that the make-up of family units can differ

**In Y5/6 children will be taught all of the above and:**

- Name all male and female sex parts- address that some vocabulary is not appropriate
- Understand how puberty differs for males and females
- Understand that sex between a man and a woman may result in pregnancy and that this is caused when the sperm enters the egg
- Review and extend on prior key facts learnt about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Menstruation, body changes- breasts growing/ body shape changing,

discharge, hair growing, mood changes, wet dreams, erections may begin, voice breaks, muscles develop etc.

- To understand about menstrual wellbeing including the key facts about the menstrual cycle. Explore products available.
- Understand the concept of respecting body autonomy
- Know about gender identities and have an awareness of transgender issues, including gender reassignment
- Understand the terms associated with different sexualities and understand that this is a protected characteristic
- Identify the difference between healthy and unhealthy relationships

It is important to be aware that at the start of the topic Year 5 and 6 do acknowledge and discuss both informal and formal vocabulary, which may include slang words. This is an open discussion and so staff have minimal control over words used - but staff do discuss at length which words are inappropriate and which words are appropriate and therefore what words we will be using throughout the sex education sessions. This is because we feel it is important to encourage the children to refer to the technical vocabulary.

As well as discussing vocabulary, we give the children the opportunity for a question and answer session. This is where children have the chance to write down questions about what we have already covered/discussed. Questions are vetted before the session with a predominant focus on puberty, we try to answer these questions sensitively and the best we can and only answer the questions we feel are relevant and appropriate.

### 13. Monitoring and Evaluation

The RSE programme is monitored and evaluated regularly by the PSHE lead and senior leadership team to ensure it meets the needs of pupils and complies with statutory guidance.

### 13. Policy Review

This policy will be reviewed every two years, or sooner if guidance changes.