

Document Control	
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RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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1. Ethos & Aims

At BPS we want every child to discover and embrace their individuality, independence and grow in intellectual curiosity.

We encourage every child to adapt our school values – Be Respectful, Be Ready, Be Safe, Be Kind and Be Yourself so that they leave BPS as kind, well rounded individuals who care about others and about themselves.

Our aim is to provide balanced and factual Relationships and Sex Education that enables pupils to:

- understand why friendships and connections are important, how to effectively communicate and the ability to recognise unhealthy relationships to avoid exploitation, bullying and abuse
- make informed decisions and react appropriately to different situations
- have a clear understanding of the legal framework and the importance of consent.
- reflect upon their own emotional development
- understand the consequences of their own actions

2. Policy Statement

From September 2020, pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019.

Banstead Prep understands Relationship and Sex Education (RSE) to be the process of lifelong learning about physical, moral and emotional development. It is about the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

The aim of RSE at Banstead Prep is to give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy and unhealthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Its objective is to enable pupils to learn about:

- (i) families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children,
- (ii) forming and maintaining caring relationships,
- (iii) the characteristics of healthy and respectful relationships, including online,
- (iv) how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
- (v) (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

Effective RSE does not encourage early sexual experimentation. Instead, it aims to teach young people to understand human sexuality and to respect

themselves and others. At Banstead Prep, we want to build our pupils' self-esteem and confidence in order to make good and positive decisions.

RSE should be underpinned by the school's wider values and a deliberate cultivation of individual traits such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. It should also promote the importance of self-respect and self-worth.

Relationship and sex education will only use teaching and materials which are appropriate to the age and religious background of the pupils receiving it.

Banstead Prep recognises that parents and/or guardians are the key people in teaching their children about relationships and sex. The school aims to work in partnership to support them in preparing their children for happy and fulfilled relationships in adult life.

3. Parental and staff involvement regarding the policy

The school will consult with parents and staff on formation of the policy and any changes to it when it is reviewed, which will be at least annually.

Roles and Responsibilities

- We regard it as the shared responsibility of all staff working in the school to respond appropriately to a child's request for information and advice. All staff can make valuable contributions to the delivery of RSE and are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by form teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the Assistant Head Pastoral
- The Deputy Head and the Assistant Head Pastoral is responsible for reviewing and evaluating RSE at our school. They will report to the Head Teacher in this task.
- The Assistant Head Wellbeing will support, colleagues and plan INSET to meet staff needs will assist staff in their planning and delivery of the 'Curriculum for RSE'.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Assistant Head Pastoral, Deputy Head, and the Head Teacher
- All teachers of all subjects can make valuable contributions to the delivery of RSE. Weekly PSHCEE lessons and Form Times cover a range of

topics throughout the year. The main whole school focus for 'Relationships' and 'Changing Me' topics are taught during the Spring Term, however, 'Relationships' are also featured during PSHCEE, Form Time and assembly times all year round.

- Parents are kept informed via several channels, this is through Information Booklets, the Banstead Bulletin and when necessary, via letters home and age specific parental workshops.
- At the introduction of the Sex/Puberty component of the curriculum in Year 5 and Year 6, the Science Lead and Assistant Head Pastoral hold an information session for parents to come and learn about the curriculum content, offer parents support in talking to their children about sex education and how to link this with what is being taught in school and ask any questions they may have.

4. Parental right to withdraw children

Parents have a right to withdraw their child from some or all of the sex education provided (except from sex education taught under the Science curriculum), but not from the relationships education. Should a parent want to exercise this right they should make the request in writing to the Headteacher before the start of each term where possible. Details of when RSE topics are scheduled in the curriculum are detailed fully below.

The Headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

If a pupil is withdrawn from Sex Education, the school will ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

5. Teaching and Learning Objectives

Curriculum areas such as Science, teach Relationships and Sex Education in the context of their own subject. The PSHCEE programme tries to ensure all aspects are covered, recognising the need for age-appropriate content. It aims to safeguard our pupils, to ensure that they are fully informed to make responsible decisions that maintain physical and emotional health and to know the law.

- **In EYFS and into Key Stage 1** pupils begin to develop the skills for building appropriate relationships. This involves expressing themselves fairly and clearly, sharing ways to manage different emotions.
- They also begin to think about themselves as part of different communities and various roles of responsibility, including online.

- Alongside this the pupils learn about life cycles and reproduction in animals.
 - Pupils learn about the NSPCC PANTS rule, consent and appropriate touch, privacy and personal space and learn to use the correct anatomical names for their genitals.
- **The Key Stage 2** curriculum builds on this, while also developing an understanding of how to spot and deal with circumstances such as bullying, sadness, healthy eating etc. Year 3 and 4 look at the body parts, inside and outside the body and begin to talk about how our body changes as we grow older.
- **In Year 5 and Year 6** the Science Curriculum introduces the theme of reproduction in humans and puberty. This is delivered together with the Science teacher and Year 5 and Year 6 Form Teachers.

The curriculum content is delivered in a non-judgemental factual way, which allows for scope for pupils to ask questions, whether publicly or anonymously via a questions box.

Spring Term PSHCEE topics for KS1 and KS2 (some aspects of Relationships theme will be taught throughout the year)

<p>Year 1 Relationships</p> <ul style="list-style-type: none"> • 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 my special relationships 	<p>Year 1 Changing Me</p> <ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies • Linking learning and growing • Coping with change • Transition to Y2
<p>Year 2 Relationships</p> <ul style="list-style-type: none"> • Different types of families • Keeping safe – physical contact boundaries/Touch • Friends and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationship 	<p>Year 2 Changing Me</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in male and female bodies. • Assertiveness • Feelings and emotions - jealousy/assertiveness • Preparing for transition to Y3
<p>Year 3 Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping myself safe online and who to go to for help • Being a global citizen 	<p>Year 3 Changing Me</p> <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Family stereotypes • Challenging my ideas • Feelings and emotions - grief

<ul style="list-style-type: none"> • Being aware of how my choices affect others/Helping someone in need • Body language • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • Preparing for transition to Y4
<p>Year 4 Relationships</p> <ul style="list-style-type: none"> • Feelings and emotions – jealousy • Love and loss • Memories of loved ones • Getting on and falling out/Jealousy • Girlfriends and boyfriends • Showing appreciation of people and animals • Appropriate touch 	<p>Year 4 Changing Me</p> <ul style="list-style-type: none"> • Being unique • Having a baby • Confidence in change • Accepting change (this includes bodily changes) • Preparing for transition to Y5 • Environmental change
<p>Year 5 Relationships</p> <ul style="list-style-type: none"> • Self recognition and self worth • Building self-esteem • Safer online communications • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMAART internet safety rules 	<p>Year 5 Changing Me</p> <ul style="list-style-type: none"> • Self and body image • Puberty for girls • Puberty for boys • Growing responsibility • Coping with change • Preparing for transition to Y6
<p>Year 6 Relationships</p> <ul style="list-style-type: none"> • Mental Health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<p>Year 6 Changing Me</p> <ul style="list-style-type: none"> • Self image • Body image • Puberty and feelings • Conception to Birth • Physical attraction • Respect and consent • Boyfriends and girlfriends • Sexting • Transition to High School

Inclusion

We understand the importance of ensuring that all children at Banstead Prep receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexuality (LGBT+) and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexuality, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. All work delivered is done so in collaboration with our SENCO to ensure that the delivery of content is accessible to all.

The school will ensure all pupils understand the importance of equality and respect.

6. Safeguarding

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. When concerns are raised, teachers will follow the normal child protection and safeguarding procedures in immediately discussing these with the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads.

7. Monitoring, Reporting and Evaluation

As a staff, we will monitor and discuss the delivery of RSE with the Assistant Head Wellbeing and Deputy Head. Lessons are monitored and recorded in our PSHCEE Medium Term Plans. We evaluate our RSE in several ways – via surveys, pupil discussions in class, form time chats, one to one discussions (if needed) Pupil Parliament discussions and with small working groups of children to provide feedback.

Pupils will have opportunity to review and reflect upon their learning during lesson time, usually towards the end of a period of particular RSE teaching. Pupils are also encouraged to discuss the delivery of RSE at relevant representative bodies including The Pupil Parliament and via Wellbeing Leaders.

8. Complaints

Any complaints about the relationship and sex education programme should be made in accordance with the school's usual complaints procedure.

9. Other School Policies:

The RSE Policy should be read in conjunction with the other following School policies:

- ☐ Safeguarding Policy

- ☐ PSHCEE Policy
- ☐ Wellbeing Policy
- ☐ Behaviour Policy
- ☐ Equal Opportunities Policy
- ☐ Complaints

Appendix

UL Guidelines:

Health Education: Physical Health and Wellbeing – Primary Schools

Primary schools should focus on teaching the characteristics of good physical health and mental wellbeing, both of which are a part of normal, everyday life. This starts with pupils being taught the benefits of daily exercise, good nutrition and sufficient sleep, as well as giving children the language and knowledge to understand the normal range of emotions everyone experiences. This should equip children with the ability to articulate how they are feeling, to talk about their bodies, health and emotions, and determine whether what they are feeling and how they are behaving is appropriate and proportionate.

Once these building blocks are in place, content should move on to focus on how pupils can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health problems and basic first aid. The positive two-way relationship between good physical health and good mental wellbeing, and the benefits of exercise and time spent outdoors, should be explored. The health and well-being benefits of hobbies, interests and community participation should also be covered. Delivery should also include the importance of balancing time spent on and off line, and for older children in primary school this should extend to why social media, computer games and online gaming have age restrictions.

Puberty should be covered in Health Education before its onset, so that pupils are prepared in advance for changes they will experience.

Mental wellbeing	<p>Pupils should know:</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p>
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	<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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 wellbeing or ability to control their emotions (including issues arising online).</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</p>
Internet safety and harms	<p>Pupils should know:</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>About the benefits of balancing time spent on and offline, 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.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>Pupils should know:</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p>

	<p>The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>Pupils should know:</p> <p>What constitutes a healthy diet (including understanding calories, and nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>Pupils should know:</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid	<p>Pupils should know:</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Pupils should know:</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

Through effective Relationship Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical

and sexual abuse. These subjects complement Health Education as part of a comprehensive programme and whole school approach.

By the end of Primary School:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ 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 other 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 for them. ▪ 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/civil partnership 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.
<p>Caring Friendships</p>	<p>Pupils should know:</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</p>
<p>Respectful relationships</p>	<p>Pupils should know:</p> <p>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.</p>

	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know:</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>Pupils should know:</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults (in all contexts, including online) they may encounter who they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</p> <p>Where to get advice from e.g. family, school and/or other sources.</p>