



Boxgrove Lane, Guildford, Surrey GU1 2TD

Headteachers:

Mrs A Fitch BA (Hons) QTS NPQH & Mrs R Stacey BA (Hons) QTS NPQH

Relationship and Sex Education policy (RSE)

At Boxgrove we want every child to:

- **Love learning**
- **Find their strengths and talents**
- **Achieve more than they thought possible**

Approved by Boxgrove Governing Body on: 22 March 2025

1. What are the RSE aims at Boxgrove?

At Boxgrove Primary School, we believe that PSHE (Personal, Social, Health Education), which includes Relationships and Sex Education, helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives.

Under the new guidance issued by the DfE, Relationship and Health Education is compulsory from September 2020. We believe that, to be effective, RSE should be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related topics including antibullying; keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol, tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

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

- Encourage pupils to value themselves and others
- Help pupils develop feelings of self-respect, confidence and empathy
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which open discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships

We will endeavour to always ensure that these topics are handled in an age appropriate way with each year group.

2. Statutory requirements

As a primary academy 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](#).

Under the provisions of the Equality Act 2010, Boxgrove Primary School must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

At Boxgrove Primary School we teach RSE as set out in this policy.

3. What is the Definition of RSE?

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 activity.

4. How is RSE Delivered at Boxgrove?

RSE is a broad and complex topic and as such some topics will also be covered in lessons across the curriculum, such as RE. RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within some of the science national curriculum:

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene

Year 5 pupils should be taught to:

- Describe the life process and reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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

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.

At Boxgrove Primary School we follow the Christopher Winter programme (5th edition. A curriculum overview can be read on page 12 of this policy to see the topics covered in each year group).

For some year groups RSE will happen in the Spring term and for others it will be taught in the Summer term. Year groups will inform parents/carers when it will be taught using the year group weekly news pages on the website.

At Boxgrove teachers ensure that RSE is accessible for all pupils and consideration is given to:

- Differentiation
- Resources
- Access needs
- Overcoming barriers to learning and engagement
- Adjustments to be made in order to ensure that pupils can access a meaningful curriculum

As far as appropriate, pupils with special education needs should follow the same RSE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be updated. Teachers will discuss individual needs with the SENCO and parents and appropriate accommodations will be put in place e.g. 1:1 session, use of alternative materials.

Children will be reminded of the adults they can talk to in school and a poster of these adults will be displayed in each classroom. They will also be able to have access to useful numbers which can support if they feel unable to speak to an adult in school. This will include Childline and the NSPCC.

Before an RSE unit of work is delivered, the parents will be invited in to a drop-in session in their child's year group to view and discuss the content to be covered. Vocabulary sheets will be sent out alongside year group weekly news prior to the unit of RSE being taught.

5. Roles and Responsibilities

5.1 The Governing Body

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

5.2 The PSHE Leader

The PSHE leader is responsible for ensuring that RSE is taught consistently across the school, and the headteachers are responsible for managing requests to withdraw pupils from [nonstatutory/non-science] components of RSE (see section 8).

5.3 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 wish them to be withdrawn from the [nonstatutory/non-science] components of RSE

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

6. 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. A meeting should be made with the Class Teacher and PSHE lead to discuss the lesson content and any parental concerns. If a parent still wishes to withdraw their child, they can fill in the form at the bottom of this policy FAO the Headteacher.

7. Training

The PSHE Leader is responsible for monitoring the training needs of staff and co-ordinating appropriate training or resources for them.

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

Dealing with difficult questions

We really want children to feel safe to ask questions. We also want the children we teach to gain accurate, age-appropriate information in answer to their questions, rather than seeking it elsewhere (such as peers, older siblings or the internet). However, as with any lesson that might contain sensitive content, staff need to be prepared for answering difficult questions when delivering Relationships Education.

If a member of staff feels uncomfortable or is unsure about answering a particular question they can delay the response and seek support and advice from the PSHE leader, DSL or HSLW.

At the beginning of each PSHE session, which includes RSE the class teacher will remind the children of the ground rules that they must follow during each and every lesson. The teacher will establish these and it is important they are referred back to regularly. If a child asks a personal question, then the teacher is able to refer back to the ground rules about not asking personal questions.

8. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader through:

- Lesson drop ins
- Learning walks
- Planning scrutiny
- Book scrutiny
- Staff questionnaires
- Pupil questionnaires

Pupils' development in RSE is monitored by classteachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the governing board and the headteachers.

9. How was this policy developed?

This policy has been developed in consultation with other people at the school. The consultation and policy development process involved the following steps:

1. Our PSHE Co-ordinator has considered all relevant information including relevant national and local guidance

2. All school staff have been given the opportunity to read the policy and make recommendations for changes
3. Parents will be consulted annually via our annual Parent Survey
4. As and when amendments are made, the policy was shared with our Local Governing Body and ratified.

Relationships Education Statements By the end of Key Stage 1

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <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 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 • 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 | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • 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 |
| Respectful relationships | <ul style="list-style-type: none"> • 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 • The conventions of courtesy and manners • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive |

Relationships Education Statements

By the end of Key Stage 2

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <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 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none"> • 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • 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 |

| | |
|------------|---|
| Being safe | <ul style="list-style-type: none"> • 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 |
|------------|---|

Parent form: withdrawal from sex education within RSE



FAO The Headteacher Boxgrove Primary School

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 | |
|---|--|

CWP Curriculum Overview

reception year 1 year 2 year 3
year 4 year 5 year 6 Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**