



BROWNLOW PRIMARY SCHOOL

RSHE Policy

October 2024 – January 2026

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Introduction

Relationships Education is delivered through Personal, Social and Health Education to all pupils in Years 1 to 6. From September 2020, parents will not be able to opt out of this curriculum.

Sex Education is delivered separately to Year 6 and has a separate policy to outline the aspects that will be covered. Parents can choose to withdraw their child from Sex Education.

In both policies, there are links with the **Science** policy and curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6.

1. Statutory Requirements & Guidance

- We must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).
- 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](#).
- The school follows the guidance set out in DfE guidance on Relationships and Sex Education (RSE) and Health Education (2021), Safeguarding (Keeping Children Safe in Education 2024; Working together to Safeguard Children 2023)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education.
- The school also follows the [Equality Act 2010; Advice for school leaders, school staff, governing bodies and local authorities, revised 2018](#) and the [Public Sector Duty](#)
- The school follows the guidance of the [PSHE Association](#) and uses its Scheme of Work

2. Key principles

Relationships Education will:

- Have a clear focus on positive, strong and healthy relationships;
- Reinforce the school's values of Excellence, Respect, Responsibility, Independence, Courage, Resilience and Equality;
- Teach respect and inclusivity;
- Reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow;
- Emphasise how pupils keep themselves safe both on and offline;
- Link with other parts of the curriculum including Science, Religious Education, Computing and (for Year 6) Sex Education.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. A working group made up of staff, parents and governance volunteers was formed from those who showed an interest in an initial survey. The consultation and policy development process involved the following steps:

- a) **Review** – a working group has pulled together all relevant information including relevant national and local guidance
- b) **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- c) **Parent/Carer consultation** – parents and any interested parties were invited to attend a meeting about the policy and/or to complete a survey about the policy
- d) **Pupils** – we will listen and respond to the views of young people to ensure the scheme of work meets the needs of all pupils.
- e) **Ratification** – once amendments were made, the policy was shared with governance volunteers and ratified

4. Delivery of Relationships Education

5.1 Different Aspects

It is important to understand how the different aspects are delivered

- Relationships Education is delivered through the PSHE curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Biological aspects of Relationships Education (parts of the body, puberty etc.) are delivered through the Science Curriculum. This is for all pupils in Years 1 to 6 at an age-appropriate level.
- Sex Education is delivered to Year 6 only and draws links with Relationships Education. Parents are able to withdraw their child from Sex Education. (see separate policy)

5.2 Relationships Education outline

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

5.3 Different Families

The areas of learning in 5.2 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 come in many different forms.

At Brownlow Primary School, families include Mum and Dad, single-parent families, blended families, families headed by grandparents, LGBT+ parents, adoptive parents, foster parents/carers amongst other structures. The teaching reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Brownlow Primary School there are a range of different religious beliefs and children are taught to respect different viewpoints. The aim of Relationships Education is to encourage respect, inclusivity, and reflect the law.

5.4 Expectations

The Relationships Education guidance from the DfE sets out the expectations by the end of primary school. These are set out in Appendix 1.

The school follows the PSHE Association Scheme of Work which incorporates the expectations set out by the DfE. There are additional objectives that go beyond the guidance and these are set out in Appendix 2.

The curriculum map where Relationships Education features is set out in Appendix 3.

5.5 Sharing with Parents

The school will make provision to share the units of work (including aims, vocabulary and resources) with parents prior to them being taught. This may be part of the annual briefing meeting in September or in termly newsletters or via the website. The school will also make available the resources and texts that will be used. As usual, parents would also be made aware of any visitors to school in relation to a unit of work.

5.6 EYFS and knowledge beyond the scheme of work

The teaching of Relationships Education begins in Year 1, however it is likely that some of the subject matter may arise in EYFS particularly in regards to different families. Whilst children will not be explicitly taught about different families as a unit of work, staff will acknowledge the existence of different families should it arise (eg. a pupil identifies and talks about their family unit). This is done in line with the key principles of this policy (see part 3) and taking account of section 5.3 above.

In all year groups some pupils will almost certainly have knowledge beyond the units of work for their year group, so it is possible that during discussion, content is brought up by a pupil that goes beyond what is intended for the session. Staff will handle this sensitively and responsibly and correct any inaccuracies.

5. Parents Right to Withdraw

From September 2020, parents/carers will not have the right to withdraw their children from Relationships Education. This is set out in the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*, which makes Relationships Education compulsory for all pupils receiving primary education.

Parents/carers do have the right to withdraw their children from the Sex Education delivered to Year 6 (see separate policy).

6. Responsibilities

The Trust Board

The Trust Board has delegated the approval of this policy to the Local Governing Committee for Curriculum The Panel and the Quality of Education Committee will hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that the Relationships policy is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way and by adhering to the policy and guidance
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring all pupils (including those with additional needs) are able to access the lessons

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher. The PSHE leaders is Helen Fagan, they are also responsible for Relationships Education.

Pupils

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

7. Training

Staff are trained on the delivery of Relationship Education as part of their induction to the school and through continuous professional development. Staff will be particularly guided and supported in how to respond to pupils where their individual understanding goes beyond that of the planned unit of work. Staff can also seek support from the SEN team with regards to ensuring all pupils can access the teaching and learning.

8. Links with Other Policies

- PSHE
- Science
- Sex Education
- Religious Education
- Online Safety
- Computing
- Safeguarding and Child Protection
- Behaviour

- Anti-bullying
- Mental Health and Well-Being
- Complaints

9. Monitoring & Review

The delivery of Relationships Education is monitored by the School Leadership Team through a variety of ways, which may include planning scrutinise and learning walks etc.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher every three years (see section 4) which will include ratification by the Committee of Trustees.

Appendix 1

Expectations - What pupils should know by the end of Primary School (Year 6)

Families and people who care for me

- 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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

- 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, honesty, trustworthiness, loyalty, kindness, generosity, 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

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn, they should show 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources) The above objectives are set out in the guidance from the DfE

Objectives beyond the Guidance - The following objectives are included in the scheme of work, but go beyond the guidance provided by the DfE

KS1: Relationships

- to recognise that their behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- to offer constructive support and feedback to others
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

KS2: Relationships

- to recognise and respond appropriately to a wider range of feelings in others
- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- to work collaboratively towards shared goals
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- to recognise and manage 'differences'
- about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

The above objectives are included in our PSHE Scheme of Work but go beyond the guidance set down by the DfE. Where they feature can be seen in the Curriculum Map (see Appendix 2)

PSHE Curriculum Map and where Relationships Education is covered.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a <u>difference</u> to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

This programme is structured around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

No Outsiders

As a school, we also follow the No Outsiders programme which promotes an ethos of inclusion and tolerance. Through these lessons the school promotes equality and diversity, accepting relationships may differ from one house to another.



No Outsiders – Long Term Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	You Choose by Nick Sharratt & Pippa Goodheart	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	Hello Hello by Brendan Wenzel	The Family Book by Todd Parr	Mommy, Mama and Me by Leslea Newman & Carol Thompson	Blue Chameleon by Emily Gravett
Learning intention	I can choose what I like	It's ok to like different things	To say hello	All families are different	To celebrate <u>my family</u>	To make a <u>new friend</u>
Success criteria	I can make my mind up and tell you things I like I can ask others what they think	I know my friends can like different things to me I know we can still be friends	I know in my class we are not all <u>the same</u> I know we are different I can make friends with different people I know how to make friends	I know who is in <u>my</u> family I know all <u>families are</u> different	I know the <u>people in</u> my family are special I can tell you who loves me	I know everyone is different in my class I can make friends with anyone
Year 1	Elmer by David McKee	Going to the Volcano by Andy Stanton	Want to Play Trucks? by Ann Stott and Bob Graham	Ten Little Pirates By Mike Brownlow & Simon Beckwith	My World Your World by Melanie Walsh	Errol's Garden by Gillian Hibbs
Learning intention	I like the way I am	To join in	To find ways to play together	To play with boys and girls	I share the world with lots of people	To work together
Success criteria	I know ways we are different I know how to make my class welcoming	I know we are all different I know we can play together I can join in	I know we might like different things I can find ways you can <u>join my</u> game	I know boys play exciting games and I know girls play exciting games I know boys and girls	I know I live in the world I know the <u>world is</u> full of different people	I know I can ask for help with my ideas I know how to <u>ask for</u> help I can work with different people
Year 2	Can I Join Your Club? by John Kelly and Steph Laboss	How to be a Lion by Ed Vere	The Great Big Book of Families by Mary Hoffman & Ros Asquith	Amazing by Steve Antony	What the Jackdaw Saw by Julia Donaldson & Nick Sharratt	All are Welcome by Alexandra Penfold & Suzanne Kaufman
Learning intention	To welcome different people	To have self-confidence	To understand what diversity is	To think about what makes a good friend	To communicate in different ways	To know I belong
Success criteria	I know we are all different I can name <u>ways we</u> are different I have friends who are different I don't leave people out	I know we are all different I know sometimes it's hard to be different I know what self-confidence means I know how I help someone feel confident	I understand what diversity means I know how my school is diverse	I know what a friend is I know how to <u>be</u> a good friend	I know there are different <u>ways to communicate</u> I can learn to use sign language	I know who I am I know there are special things about me I know I <u>am different</u> I know I belong
Year 3	This is our House by Michael Rosen	We're All Wonders by R.J. Palacio	Beegu by Alexis Deacon	The Truth about Old People by Elina Ellis	The Huggo in the New Jumper by Oliver Jeffers	Planet Omar: Accidental Trouble Magnet by Zanib Mian
Learning intention	To understand what discrimination means	To understand what a bystander is	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today
Success criteria	I know how someone could feel like an outsider I know how to make sure there are no outsiders in my school	I know <u>everyone has</u> differences I know what unique means I know how people can feel hurt I know what a bystander is I know what to do if I see someone being unkind	I know the <u>behaviour</u> that makes someone feel like an outsider I know how to make someone feel welcome	I know what a stereotype is I know how stereotypes affect people I know everyone is different	I know why it's hard to be different I know how to help someone to be strong	I know what Britain is I know where I live I know lots of different people live in Britain today I know why some people <u>are scared of</u> difference
Year 4	Along Came a Different by Toby McLaughlin	Dogs Don't Do Ballet by Anna Kemp & Sarah Ogilvie	Red: A Crayon's Story by Michael Hall	Alfred and Albert by Morag Hood	When Sadness Comes To Call by Eva Eland	Julian is a Mermaid by Jessica Love
Learning intention	To help <u>someone accept</u> difference	To choose when to be assertive	To be proud of who I am	To find <u>common ground</u>	To look after <u>my mental</u> health	To show acceptance
Success criteria	I know we <u>are different</u> I can tell you <u>ways we</u> are different I know why <u>some people</u> are afraid of difference I can help <u>people to</u> accept difference	I know what assertive means I know why <u>being assertive</u> is sometimes hard	I know why people sometimes don't speak up I know <u>everyone in</u> my school should be proud of who they are	I know there <u>are more</u> things that we have in common than divide us	I know what mental health is I know what situations can affect my mental health I have strategies to look after my mental health	I know there are different ways to dress I know people can choose what they wear I know different people in my community wear different things I am accepting of difference
Year 5	Kenny Lives with Erica and Martina by Olly Pike	Rose Balance By Ian McEwan and Roberto Innocenti	Mixed by Grace Chung	How to Heal a Broken Wing by Bob Graham	The Girls by Lauren Lee & Jenny Lovlie	And Tango Makes Three by Justin Richardson & Peter Parnell
Learning intention	To consider consequences	To justify my actions	To consider responses to racist behaviour	To <u>recognise</u> when someone needs help	To explore friendship	To exchange dialogue and express opinion
Success criteria	I know what a consequence is I know that all actions have consequences I know that I have a choice in the <u>behaviour</u> I choose to <u>join in</u> and the <u>behaviour</u> I choose not to join in	I know sometimes we have to make difficult <u>decisions</u> I can justify my actions	I understand what racism is I can <u>recognise</u> racist <u>behaviour</u> I know what to <u>do if</u> I hear or see someone being racist	I know people have different life experiences I can <u>empathise</u> with others	I know what friends are I know how important friendship is I know sometimes friendship can go wrong I value people around me	I know there are different ideas about equality around the world I can exchange dialogue and express my opinion
Year 6	King of the Sky by Nicola Davis	The Only Way is Badger by Stella J Jones & Carmen Saldana	Leaf by Sandra Dieckmann	The Island by Armin Greder	Introducing Teddy by Jessica Watson & Dougal MacPherson	A Day in the Life of Marlon by Marlon Bundo & Jill Twiss
Learning intention	To <u>consider responses</u> to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider <u>causes of</u> racism	To show acceptance	To consider democracy
Success criteria	I know what immigration means I know what empathy means I can <u>empathise</u> with a person in a different situation to me	I know what freedom of speech means I know how language can be used to <u>persuade people</u> I know how important pupil voice is	I can accept and work with people who are different to me I can explore difference without fear I can look for solutions to challenging situations	I know what prejudice is I know what can happen if racism is not challenged I know how to challenge racist <u>behaviour</u>	I know how to show acceptance I know that <u>no one</u> is an outsider	I know what a democracy is I know that <u>we live in</u> a democracy I know how <u>laws are</u> made I know how laws can change

Log of Changes to Policy				
Version	Page	Change	Approver	Date
2.0	10-12	An addition of the No Outsiders programme has been included as it also touches on relationships	VS	06.10.23
		Updated reference to guidance and regulations Updates formatting in line with new MET branding	SB	
	6	New PSHE lead, Helen Fagan	VS	01.10.24
	2	Included reference to “Safeguarding (Keeping Children Safe in Education 2024; Working together to Safeguard Children 2023)”	Governance Professional	October 2024
	2	Included reference to Advice for school leaders, school staff, governing bodies and local authorities, revised 2018 after Equality act	Governance Professional	October 2024
2.1	All	Extended review date to Jan 26 allow for consultation of new policy.	Exec team	Oct 25