

# RSE – appendix

Bracken Lane Primary Academy

October 2024

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## **1 and 2 Introduction and Purpose of the Policy**

At Bracken Lane Primary Academy, relationship, sex and health education contributes to the foundation of PSHE and Citizenship by ensuring that all our children:

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of the body, describe how their bodies work and how to keep themselves physically and mentally healthy.
- can protect themselves and ask for help and support.
- are prepared for puberty.
- are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

## **3 and 4 Responsibility and Role**

At Bracken Lane Primary Academy the PSHE/RSE Curriculum Team is responsible for the delivery of the RSE programme. The academy may on occasion use external agencies such as Health Care professionals to assist staff.

## **5 Aims and Objectives**

The aim of RSE is to help children at Bracken Lane to develop a healthy, safer lifestyle. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable relationships. Appreciation of the value of self-respect, dignity, stable relationships, marriage, civil partnership and parental duty should be encouraged in all children together with sensitivity to the needs of others, loyalty and acceptance of responsibility. All family groups are also discussed.

## **6 Content and Organisation**

At Bracken Lane Primary Academy, the RSE framework will be treated and timetabled in the same way as any other subject. We aim to teach one hour per week of discrete PSHE education as part of a whole school approach with opportunities to enhance the learning through other subjects and events.

We are committed to ensuring that the curriculum provided to pupils in RSHE is appropriate to the age of the children. Bracken Lane Primary Academy does teach sex education within individual year groups in an age-appropriate way. If you do not want your child to take part in the some or all of the lessons on sex education, you can ask that they are withdrawn in writing to the Principal.

The Science curriculum in all maintained schools also includes content on human development including reproduction, which there is no right to withdraw from.

Bracken Lane Primary Academy follows the statutory guidance on Relationships and Health Education published by the DfE 2019. This guidance sets out what children should know by the end of primary school under the following areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships and being safe

### **PSHE Association RSE Content**

The grid below shows specific RSE learning intentions for each key stage:

## Relationships:

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	R2	R6
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R1, R4	R8
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H22, R3	R2, R7
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R3	R1, R6, R7
	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	R4	R3, R5
	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	R6	R10
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	R6	R11
	<ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	R7	R13, R14
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R8	R16
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R9	R18
Respectful relationships	<ul style="list-style-type: none"> <li>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.</li> </ul>	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	R6, R8	R33, R34
	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	R22	R33
	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	H21, H23 R22	R31
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R22, H22	R31
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	R15, R17	R22, R26
Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	R14	R23
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R12	R24, R30, R31
	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	R20	R24, R29
	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	R15	R24
	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	H34	L13, L14
Being safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	R17	R22
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R13, R18	R27
	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	R13	H45, R25
	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	R14, R15, R19	R24
	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	R20	R29
	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	R20	R29, H45
	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	R20	R29

## Health Education:

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	H1	H15
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H15, H16	H19
	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	H18, H19	H20, H21
	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	H17	H16
	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	H18, H20, H24	H16,
	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	R10, R11	R19
	<ul style="list-style-type: none"> <li>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).</li> </ul>	H19, R12	H21, R20
	<ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	H24	H22
Internet safety and harms	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> </ul>	L7, L8	L11
	<ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, 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.</li> </ul>	H9	H13
	<ul style="list-style-type: none"> <li>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.</li> </ul>	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	H28	H37, L23
	<ul style="list-style-type: none"> <li>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.</li> </ul>	H34	H37, R20, L11,
	<ul style="list-style-type: none"> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	H1	H7
	<ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	H3	H7
	<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>	H3	H4, H7
	<ul style="list-style-type: none"> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	H10	H14
Healthy eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	H2, H3	H1, H6
	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	H2	H6
	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	H2	H2,H3, H6

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul>		H5
	<ul style="list-style-type: none"> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	H8	H12
	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	H4	H8
	<ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	H7	H11
	<ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	H5	H9, H40
	<ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	H6	H10
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>	H35, H36	H44
	<ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		H30 H31

The PSHE curriculum falls under the jurisdiction of the Personal Development Behaviour and Attitudes Team.

## 7 Sensitive Issues and Safeguarding

It is inevitable that controversial issues may occur as part of RSE. At Bracken Lane the issues will be addressed with sensitivity and at a level appropriate to the age group, in an objective manner free from personal bias and in line with the safeguarding policy. Teachers will take all reasonable, practicable steps to ensure that, where controversial issues are brought to children's attention, they are offered a balance presentation of opposing views. Teachers will seek to establish a classroom climate in which children are free from any fear of expressing reasonable points of view that contradict those held by the class teachers or their peers. Account must be taken of different viewpoints, e.g. different religious beliefs. Discussion should be set within the legal framework and children made aware of the law as it relates to these issues. Arising questions do not have to be answered directly, and can be addressed individually later. Individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) in their school if they are concerned. Children are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time children will be offered sensitive and appropriate support.

## 8 Confidentiality and Disclosure

Effective RSE at Bracken Lane allows for open discussion to take place and may lead to disclosures from children. It is essential that those teaching RSE are completely familiar with the child protection procedures. Disclosures or suspicion of abuse must be followed up with the child concerned, that same day and referred to the designated senior teacher for child protection or the

designated person. They will deal with these disclosures or suspicions in line with the child protection policy.

## **9 Health Professionals**

Bracken Lane Academy uses the service of an allocated school nurse who visits the academy periodically throughout the school year.

## **10 Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with the emphasis on; respect; caring and support. This will be in the context of heterosexual and same-sex relationships. All family groupings are discussed and respected. It will include consideration of permanent, monogamous relationships. At Bracken Lane Academy lessons focus on respectful relationships. Within these lessons, resources from Stonewall help to support LGBT students.

## **11 Religion and Faith**

Through Bracken Lane curriculum children are made aware of other religions, faiths, cultures and citizenship. We value the individual and spiritual beliefs of all children and their families. Our Relationship and Health Education Curriculum is linked with our SMSC and PSHE provision in school and teachers are sensitive to ensure that where individual beliefs are held these are respected and shared. Where there is a cultural or ethnic mix in the classroom, teachers will need to make themselves aware of pertinent issues relating to the needs of specific children.

## **12 Equal Opportunities, Inclusion and Disability**

RSE must be inclusive at Bracken Lane and should seek to help children to:

- Be self-aware
- Value themselves and others
- Avoid exploitation

Whilst these issues are pertinent for all children regardless of their physical or intellectual capabilities it is essential that language and methodologies used are appropriate and adapted where necessary to accommodate their disability.

## **13 Children and Young People in Public Care**

Children in public care often miss out on RSHE at home therefore, designated staff from Bracken Lane will ensure that each child's entitlement is met.

## **14 Lesbian, gay, bisexual and transgender (LGBTQ+)**

Within the PSHE framework at Bracken Lane, teachers should help children to develop skills to enable them to understand difference and respect themselves and others. Bracken Lane Primary academy believes in ensuring that our curriculum and lessons about family illustrate children and families that are reflective of modern Britain and our local community. We seek to challenge stereotypes and ensure that all children understand that all families are unique and help to support their own identity. Bracken Lane is committed, through a formal partnership with Stonewall, to promote the wellbeing of children who identify as LGBTQ+. and to educate the wider academy community on issues around gender identity.



## **15 Homophobic Bullying**

Bracken Lane Primary Academy has a zero tolerance approach to all forms of bullying. Bracken Lane will take positive steps to eradicate homophobia as a motivator for bullying, through curriculum days, citizenship, personal and social development lessons and in subjects such as religious studies work will include discrimination, social injustice and respecting diversity. with specific reference to the human rights of gay, lesbian and bisexual people. Homophobic bullying within Bracken Lane is not acceptable. Bracken Lane will support all children in a positive manner observing the protected characteristics of the Equality Act 2010.

## **16 RSE and Students with Special Educational Needs and Disability**

Bracken Lane is an inclusive academy. Children with special educational needs and disability will, wherever possible, follow the mainstream curriculum and may have supporting lessons from a teaching assistant. The children's opinions will be sought and valued as with all children. Appropriate professional development will be arranged to enable all staff to handle SEN as appropriate on an individual basis.

## **17 Staff Training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Bracken Lane will support the use of visitors from outside (such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE).

## **18 Monitoring, Evaluation and Review**

Bracken Lane Primary Academy will continue to monitor, evaluate and review the RSHE curriculum throughout the year. This will involve:

To ensure that the RSE programme is effective, meeting the needs of children and complies with RSE guidelines the following strategies will be used to quality assure the Bracken Lane RSE programme:

- Evaluation self-review from children after specific topics or at the end of key stages
- Comments from children and representatives of the school learning council
- Whole class discussions

## **19 Dissemination of the Policy and Review**

The policy will be located on the Bracken Lane website to ensure that it is available to all stakeholders.

This policy is reviewed annually by the academy and ensures it is working effectively.

## **20 and 21 Parental rights to withdraw**

Bracken Lane is committed to ensuring that the education provided to children in relationships education and RSE is appropriate to their age. The academy recognises, in accordance with statutory guidance, that parents have the right to withdraw their child from sex education within

RSE (other than sex education in the National Curriculum as part of science), but not from relationships education. This is because parents should have the right to teach this themselves in a way which is consistent with their values. Parents wishing to exercise this right must do so in writing to the Principal. The Principal or an appropriate member of staff will discuss the benefits of receiving this important education and any detrimental effects that withdrawal may have. The academy will respect the parent's wishes to withdraw the child from sex education. The academy will make reasonable adjustments and provide suitable work for their child(ren) at this time.