



**BRIGSHAW**  
LEARNING PARTNERSHIP

# Primary Relationships and Sex Education Policy (RSE)

## *Monitoring and Review of this Document:*

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



---

The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



## Document Controls

<b>Policy Document:</b>	Primary Relationships and Sex Education Policy
<b>Legislation/Category: Academy Schools</b>	<b>Legally required</b>
<b>Lead Staff Member:</b>	Director Safeguarding
<b>Approved by:</b>	CEO
<b>Date Approved:</b>	January 2024
<b>Revision Date:</b>	September 2026 (New statutory changes to policy come into effect)
<b>Review Frequency:</b>	Bi-annually from Sept 2026

Version	Date	Author	Changes
1.0	Dec 23	Trust Central Services	BLP Format



---

## **Contents**

<b>1. Aims</b>	<b>4</b>
<b>2. Statutory requirements</b>	<b>4</b>
<b>3. Policy development</b>	<b>4</b>
<b>4. Definition</b>	<b>5</b>
<b>5. Curriculum</b>	<b>5</b>
<b>6. Delivery of RSE</b>	<b>5</b>
6.1. Delivery of RSE	5
6.2. Use of resources	6
<b>7. Use of external organisations and materials</b>	<b>6</b>
<b>8. Roles and responsibilities</b>	<b>7</b>
8.1 The Local School Committee	7
8.2 The Headteacher	7
8.3 Staff	8
8.4 Pupils	8
<b>9. Parents' right to withdraw</b>	<b>8</b>
<b>10. Training</b>	<b>8</b>
<b>11. Monitoring arrangements</b>	<b>8</b>
<b>Appendix 1: Curriculum map</b>	<b>9</b>
<b>Appendix 2: By the end of primary school pupils should know</b>	<b>10</b>
<b>Appendix 3: Parent form: withdrawal from sex education within RSE</b>	<b>13</b>

---



## 1. Aims

The aims of the relationships and sex education (RSE) curriculum at our primary schools are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

Our primary schools must provide relationships education to all pupils under 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.

We must also have regard to our legal duties set out in:

Sections 406 and 407 of the [Education Act 1996](#)

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The primary schools at Brigshaw Learning Partnership teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents at each school. The consultation and policy development process involved the following steps in:

1. **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with the Executive team and Headteachers and ratified



## 4. Definition

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.

## 5. Curricula

Our primary schools' RSE programmes of study are set out as per [Appendix 1](#).

Our schools have developed their RSE programmes of study in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum at our primary schools. Biological aspects of RSE may be taught within the school's science curriculum and other aspects maybe included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Families can expect their children to be taught the following in an age-appropriate way:

- different types of relationships including friendships, family relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others; commitment, tolerance,
- boundaries and consent; how to manage conflict; and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online
- healthy bodies and lifestyles including keeping safe, how to give first aid, puberty, drugs and alcohol education
- healthy minds including emotional wellbeing, resilience, mental health and positive self-image

### 6.1. Delivery of RSE

**Our schools will teach in a manner that:**

- Considers how a diverse range of pupils will relate to them including those with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages



### **We will also:**

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed to ensure all students, including those with SEND, can access the full RSE curriculum.

### **6.2. Use of resources**

All of our primary schools **will** consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into their curriculum intent
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

### **7. Use of external organisations and materials**

Our primary schools will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our primary schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)



- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

Our primary schools **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## ***8. Roles and responsibilities***

### ***8.1 The Local School Committee (LSC)***

The LSC will approve the RSE policy, and hold the Headteacher to account for its implementation.

### ***8.2 The Headteacher***

The Headteacher at each school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).



### **8.3 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 non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Class teachers are responsible for the delivery of RSE.

### **8.4 Pupils**

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

## **9. 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher of the school.

Alternative school work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and on-going professional development.

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

## **11. Monitoring arrangements**

**The delivery of RSE is monitored through:**

- Planning scrutinies, learning walks and pupil voice.
- Pupils' development in RSE is monitored by PSHCE leads in our schools and senior leaders as part of our internal assessment systems.
- This policy will be reviewed by the Director of Primary



## Appendix 1: Brigshaw Learning Partnership Primary PSHE and RSE Programmes of Study

<i>School</i>	<i>PSHE and RSE Curriculum Programmes of Study</i>
<i>Allerton Bywater Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>
<i>Methley Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>
<i>Swillington Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>
<i>Kippax Ash Tree Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>
<i>Kippax North Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>
<i>Kippax Greenfield Primary School</i>	<ul style="list-style-type: none"><li>• Please click <a href="#">here</a> to access details of the programme of study for RSE</li></ul>



**Appendix 2: By the end of primary school pupils should know:**

<b>Topic</b>	<b>Pupils Should Know</b>
<b>Families and people who care about me</b>	<ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><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><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><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><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><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>
<b>Caring friendships</b>	<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><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><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><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><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>



<i>Topic</i>	<i>Pupils Should Know</i>
<b>Respectful relationships</b>	<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><li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● The conventions of courtesy and manners</li><li>● The importance of self-respect and how this links to their own happiness</li><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><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><li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
<b>Online relationships</b>	<ul style="list-style-type: none"><li>● That people sometimes behave differently online, including by pretending to be someone they are not</li><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><li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><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><li>● How information and data is shared and used online</li></ul>

<i>Topic</i>	<i>Pupils Should Know</i>
--------------	---------------------------



**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 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



### Appendix 3: Parent form: withdrawal from sex education within RSE

#### 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*

<b>Parent signature</b>	
-------------------------	--

#### To Be Completed by The School

<b>Agreed actions from discussion with parents</b>	



### ***Links with Other Policies***

**This policy is linked to the following policies:**

- Safeguarding and Child Protection Policy

please visit our primary school [websites](#) where you will find a copy of this policy.