



Bellevue Place

EDUCATION TRUST

Relationships and Sex Education Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2024
Renewal period	Every 2 Years
Review Date:	1 September 2026

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1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. BPET recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 BPET has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. BPET may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

- 1.3 BPET is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. BPET believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which BPET considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), BPET will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. BPET will encourage wider pupil awareness of LGBT.
- 1.5 This policy has been developed in consultation with parents, pupils and staff from all schools within BPET to ensure that it meets the needs of the whole school community.
- 1.6 The policy will be reviewed every two years and parents will be consulted in advance about significant changes.

2 Aims and Objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationships and Health Education, BPET aims to help prepare pupils for the onset of puberty. This will give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships; to ensure pupils know how, and when to ask for help and where to access support. By the end of their education, BPET hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
 - Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about intimate relationships and sex.
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships Education and Relationships and Sex Education (RSE)

- 3.1 Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the

importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

- 3.2 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching about relationships, sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.3 **RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of BPET community are expected to follow this policy. Roles, responsibilities and expectations of each section of BPET and school community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will scrutinise relevant data, review any issues that might arise and hold the Headteacher to account for the implementation of the policy.

4.2 Local Governing Board

Local Governors in each BPET school will review and monitor the application and implementation of this policy by receiving regular reports from the Headteacher on educational outcomes. Local Governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher.

4.3 Headteacher

The Headteacher, with support from their respective Senior Leadership Team and the PSHE Coordinator will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality

of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

4.4 Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.5 Parents

BPET hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. BPET hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school their child attends where they feel it is needed.

4.6 Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the BPET Behaviour policy.

5 Delivery of Relationships Education, RSE and Health Education

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils. Examples of these resources are included in the Annexes of this policy.

Comment:

The School may want to include some examples of materials and some links to teaching and guidance sites that they will make use of. Consider how delivery practices may differ with bubbles and potential distance teaching given the current climate.

It will also be useful to consider how changes to the current national landscape may have impacted on how the curriculum is delivered. Also teachers of Relationships Education and RSE will need to consider the ever-changing technology and how more time spent at home may have impacted on the prominence of online safety.

- 5.3 Primary schools:

RSE or Relationships Education will be delivered in science, computing and PSHE lessons, but may be referred to in other lessons. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

Relationships Education and RSE: Curriculum and Outcomes

- 5.4 By the end of their primary education BPET expects pupils to know the information set out at Annex 1. BPET recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for RSE or Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions or in small groups). There may be occasions where teachers ask parents to answer questions asked because of the sensitive nature of the response.

6 Health Education: Physical health and mental well-being

- 6.1 BPET wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. BPET believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in PSHE, Science, computing and PE lessons.

- 6.2 By the end of their primary education BPET expects pupils to know the information set out at Annex 2.

7 Pupils with special educational needs and/or disabilities

- 7.1 BPET will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 7.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

Comment:

Consider how to set this out to parents/carers when consulting and how this will be used if teaching models will differ in September.

8 Right to request withdrawal from sex education

- 8.1 BPET hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 8.2 Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing and send it to their Headteacher..
- 8.3 Before withdrawing or making a request, BPET strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.
- 8.4 If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9 Confidentiality and Child Protection

- 9.1 BPET hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is

disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.

- 9.2 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

10 Equal opportunities

- 10.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 10.2 BPET has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

11 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the BPET Complaints Policy.

Annex 1 Relationships Education Primary stage curriculum and outcomes

Year Group	Term	Topic/Theme	Resources
Year R	Spring 1	<ul style="list-style-type: none"> • How we have changed since we were babies 	
Year 1	Summer 1	<ul style="list-style-type: none"> • Boys and girls body parts 	
Year 2	Summer 1	<ul style="list-style-type: none"> • Body parts – which are private • Respecting privacy 	
Year 3	Summer 1	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys’ and girls’ bodies change as we grow up, and how these changes affect us • How babies grow 	
Year 4	Summer 1	<ul style="list-style-type: none"> • Internal and external reproductive body parts • Changes in girls and menstruation 	
Year 5	Summer 1	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys’ and girls’ bodies change as we grow up, puberty and how these changes affect us • conception 	
Year 6	Summer 1	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys’ and girls’ bodies change as we grow up, puberty and how these changes affect us • Understanding conception to the birth of a baby 	

Relationships Education

Families and people who care for 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
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	<p>respect those differences and know that other children’s families are also characterised by love and care</p> <ul style="list-style-type: none"> • 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
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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive

	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources

Sex Education

The National Curriculum for Science covers:

- naming the main external parts of the human body,

- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

Resources

(List teaching resources, including those published by Public Health England, to help parents understand what is being taught.)

Annex 2 Health Education Primary stage curriculum and outcomes

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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) • 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
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • 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 • 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 • why social media, some computer games and online gaming, for example, are age restricted • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle

	<ul style="list-style-type: none"> • 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 • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle