Mulberry
Canon Barnett Primary

Relationship and Sex Education policy

Approval Body:	Mulberry Wood Wharf and Mulberry Canon Barnett Primary LGB
Approval Date:	March 2026 November 2025
Implementation Date:	March 2026 MarchNovember 2025
Review Date:	March 2027 November 2026

Aims

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

We are applying to
become a UNICEF Rights Respecting School and this policy supports the following articles from the *UN Convention on the Rights of a Child*

- Article 2: The right to not be discriminate against for any reason Article 3: All actions are in the best interests of the child
- Article 12: Respect for the views of the child
- Article 17: Right to reliable information which should be beneficial and understandable to you Article 19: The right to be protected from violence, abuse or neglect
- Article 28: The right to education
- Article 29: The right to an education to develop personality, talents, mental and physical abilities
- Article 34: The right to be protected from sexual abuse

We believe that all those who work in Mulberry Canon Barnett Primary - children and adults -have the right to be treated fairly and with respect by everyone connected with the school. We aim for Mulberry Canon Barnett to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

This policy supports the school in addressing Article 17 of the UN Convention on the Rights of the Child.

Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to 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

At Mulberry Canon Barnett Primary we teach RSE as set out in this policy.

Policy development

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

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/carers 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 governors and ratified

Curriculum

We have developed the curriculum in consultation with parents/carers, 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.

We share curriculum materials with parents and carers upon request.

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

The Relationship Curriculum is taught through three of our PSHE units: Celebrating Difference, Relationships and Changing Me

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

Aim:	The main aims of our school RSE policy are: -Mulberry Canon Barnett is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils. -To teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010. -To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions. -Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

Context	*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."* **Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4**

CURRICULUM PROVISION and CONTENT from September 2021

Relationships Education (Statutory)	• Families And People Who Care For Me • Caring Relationships • Respectful Relationships • Online Relationships • Being Safe (please refer to Appendix 1 for further detail)
Health Education (Statutory)	• Mental Wellbeing • Internet and Safety Harms • Physical Health and Fitness • Healthy Eating • Drugs, Alcohol and Tobacco • Health and Prevention • Basic First Aid • Changing Adolescent Body (please refer to Appendix 1 for further detail)

National Curriculum Science (Statutory)	**Key Stage 1:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2**: **Year 5** • describe the changes as humans develop to old age

	Year 6 • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **From the DfE guidance:** Puberty *"The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals".* *"106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"* (please refer to Appendix 1 for further detail) At Mulberry Mulberry Canon Barnett we will teach puberty in year 4,5 and 6.
Sex Education (Non-Statutory)	• How a baby is conceived and born. This will be taught in a lesson (as per the DfE guidance) in year 6. Parents will have the right to withdraw from this lesson. (please refer to Appendix 1 for further detail)

LGBT	LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act. At Mulberry Canon Barnett School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. At Mulberry Canon Barnett school we have chosen to partly follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. In Key Stage 1 children will be shows images of different families which will include images of same -sex familes. We will introduce the term 'gay' and 'lesbian' to describe these familes in KS2. Homophobic examples may be included in lessons about bullying or disrespectful responses to difference.

Naming of the Sexual Body Parts	LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse. Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others. LBTH also recommends that lessons about puberty begin in Year 4, to prepare

	children for puberty and menstruation for girls, before it occurs. At Mulberry Canon Barnett school we have chosen to place the naming of the sexual body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1. In year 1, we will teach the following words to name the private body parts: penis, vulva, nipples, bottom and testicles In year 2, we teach the following words to name the private body parts: penis, vulva, nipples, bottom, testicles, vagina and anus. School will message parents after this lesson has been taught.
SEND	The delivery of the content will be made accessible to all pupils, including those with SEND. For children who are working significantly below their peers, the SEN lead will meet with parents to share and talk about suitable resources and progression. This will need to consider the child's abilities and also stage of physical development.

Disclosures	Any disclosures should follow the schools agreed safeguarding procedures.

Teaching Resources	Mulberry Canon Barnett school is committed to using diagrams, rather than pictures. Children will be taught in single sex lessons when in lessons about puberty or conception. Our school is also committed to holding information meetings to show parents resources and lesson plans before the commencement of the 'Changing Me' lessons.

Assessment

The school will identify pupils' prior knowledge by assessing for learning within lessons as per normal practise e.g. sorting activities, on-going feedback and discussion with children. In additional preparation for these lesson a question box will be set up for children to write

questions that they may have about the content to be taught. This will allow children to ask questions anonymously and therefore not have to feel embarrassed by asking a question in front of their peer and also allow teachers time to reflect on the appropriateness of the question and how they will answer it within the curriculum requirements and age appropriateness. Any concerns arising from the question box should be escalated to the senior leadership team.

The school will assess pupils' learning and progress through on-going feedback and discussion as per our assessment policy.

The school will evidence pupils' learning and progress in our class PSHE books where appropriate and through teacher assessment through classwork and discussion.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- 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

Use of resources

We **will** consider whether any resources we 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 our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that any 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 do not 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.

We **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
- Share all external materials with parents and carers

We **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

Roles and responsibilities

The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils

No Right to Withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of t he curriculum
Right to Withdraw	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.
Withdraw al Proce ss	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parent's concerns.

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

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.

Pupils

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through a range of monitoring arrangements, such as planning scrutinies, learning walks, etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the ehadteacher annually.**APPENDIX 1**

LBTH Primary Schools RSE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

DfE Statutory Guidance **Relationships Education**	**DfE Non-statutory** **Sex Education**	**Statutory Guidance** **National Curriculum Science**	**DfE Statutory Guidance** **Physical Health and Mental Wellbeing (Health Education)**
(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)	(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)	(Statutory guidance - National curriculum in England: science programmes of study –Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)	(Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• 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	• 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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	• 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