



Relationships and Sex Education Policy

**Person(s) Responsible: Mireilli Forrest, Executive Headteacher
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Purpose

This is a statutory policy intended to ensure each pupil develops the skills and knowledge to make decisions – decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development.

This is not a task for the school in isolation, and we seek to work with parents and carers to ensure that the teaching of sex education reflects their expectations and complements teaching at home. Parents and carers will be informed about the teaching of sex education in a timely manner so that they may enquire about the curriculum content before deciding whether or not to withdraw their child/ren from the lessons.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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. At Hurst Drive Primary School we teach RSE as set out in this policy. Areas of the RSE topics should be taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic education.

The National Curriculum Framework Document (2013) states that: 'All maintained schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.' The Department of Education's mandatory timeline of information requires all schools to publish their school curriculum by subject and academic year, including their provision of PSHE. Primary should have an up-to-date RSE policy. Schools must provide a policy that describes the content and organisation of RSE provided outside NC Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection. [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](#)

Curriculum

The RSE curriculum runs alongside and interweaves with the PSHE, Science, RE, PE and Computing curriculum. Some relationship aspects are covered through our PSHE curriculum, and some of the biological aspects are covered in Science. RSE will be taught over a period of a few weeks during the Summer term.

The content and overviews for each year group can be found in the PSHE Curriculum Progression. 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

SRE is taught using the programme and materials taken from Teaching SRE with Confidence in Primary Schools devised by The Christopher Winter Project.

Reception – Growing & Caring for Ourselves

- Healthy routines;
- Knowing why keeping clean is important;
- Know that all families are different.

Year 1 - Growing & Caring for Ourselves

- Knowing why keeping clean is important;
- Know that babies grow into adults;
- Know about different types of families.

Year 2 – Differences

- Names of body parts;
- Differences between male and female animals;
- Gender stereotypes.

Year 3 - Valuing Difference and Keeping safe

- Differences: Male and Female including naming body parts;
- Personal Space and understanding different types of touch;
- Family Differences and who to go to for help and support.

Year 4 – Growing Up

- Growing and Changing including the main stages of the human life cycle;
- What is Puberty? Know the main changes to the body during puberty;
- Puberty Changes and Reproduction: understanding that children change into adults in order to reproduce.

Year 5 – Puberty

- Talking about Puberty: understanding physical and emotional changes that happen during puberty;
- Male and Female Changes: understanding how puberty affects the reproductive organs;
- Puberty and Feelings: understanding how puberty affects feelings.

Year 6 – Puberty, Relationships and Reproduction

- Puberty and Reproduction: being able to describe how the body changes during puberty in preparation for reproduction;
- Understanding Relationships: Discussing different types of adult relationships;
- Conception and Pregnancy: Basic facts about pregnancy and conception;
- Communication in Relationships: Considering what information is appropriate to share during a relationship, including online relationships.

Ground rules

We appreciate some aspects of RSE can be embarrassing; therefore teachers will establish ground rules to create a safe and more comfortable environment. All teachers will establish the following at the start of any RSE teaching.

- no teacher or pupil will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way.

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Confidentiality - Dealing with Questions

- Teachers conduct sex education lessons in a sensitive manner;
- Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting and questions will be answered in a clear and simple fashion and teachers will speak to parents / carers if appropriate;
- Question boxes will be available for children to anonymously ask questions in written form to avoid any embarrassment.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of physical, sexual or emotional abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead responsible for child protection, who will follow our safeguarding policy.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated safeguarding lead throughout the whole process.

Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may refer to sexuality as a way to harass or bully other pupils, and use labels associated with this which can lead to stigmatisation. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Children with Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure equality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Roles and Responsibilities

The governing body will:

- Seek the advice of the Executive Headteacher on this policy, keep it up to date, and make it available to parents and carers; and,
- Ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage or a committed relationship.

The Executive Headteacher will ensure that:

- The governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school;
- Sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage or a committed relationship.
- Pupils are protected from inappropriate materials;
- A scheme of work is agreed and implemented; and
- Parents and carers are informed about the programme for sex and relationships education prior to it being taught.

Staff Who Teach Sex and Relationships Education Are Expected To;

- Provide sex education in accordance with the policy and the primary national curriculum for science and in a way which encourages pupils to consider morals and the value of family life;
- Participate in any agreed training to provide sex education in line with the school curriculum policy;
- Implement the agreed scheme of work;
- Draw to the attention of the Executive Headteacher any materials which they consider to be inappropriate; and,

- Respond appropriately to those pupils whose parents or carers wish them to be withdrawn from sex education;
- Teach about different family types.

Parents/Carer Consultation

On a yearly basis, parents and carers will be informed by letter about the teaching of Sex and Relationships Education and they will be given the opportunity to visit the school to review the lesson materials and ask any questions prior to the content being taught.

Parents Right to Withdraw

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy which is also published on the school website
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of **sex education** which are non-statutory and not included in the Science curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- Parents should arrange a meeting with the headteacher if they wish to consider withdrawing their child from aspects of sex education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.