

Greenvale Primary School



RELATIONSHIP AND SEX EDUCATION POLICY

Policy Date	September 2023
Signed by Head Teacher	Mrs A Allnutt
Review Date	September 2025

Approved by Governing Body		
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Chair of Governors	Print Name	Date

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1. Policy development

This policy covers our school's approach to Relationship and Sex Education not only in lessons, but through the attitude to our staff, ethos and approach and commitment to equality both within and outside of the classroom.

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties were invited to read and comment 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

This policy will be reviewed annually so that it remains up to date with guidance from the Government and DfE and remains relevant to our locality and school community.

2. 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

This policy will reflect the school's visions and aims to 'Nurture, Inspire and Succeed' which is based around our 6 Core Values:

- Respect
- Readiness
- Resourcefulness
- Responsibility
- Resilience
- Reflectiveness

The school's approach to learning in Relationships and Sex Education is directly linked to the personal development, behaviour and welfare of our pupils and families by continuing to embed British Values and how they relate to daily life.

Relationships and Sex Education teaching will promote respect and tolerance for others as part of pupil's spiritual, moral, social and cultural development at our school.

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under 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](#).

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

We acknowledge that in order for our pupils to embrace the challenges of creating a happy and successful adult life, they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that age appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

It is our responsibility, under part 6, chapter 1 of the Equality Act 2010 to ensure we provide the best for all pupils irrespective of disability, educational needs, race or nationality. Our Relationships and Sex Education teaching must be sensitive to the needs of individual pupils and may change as the pupils of the school change. This in turn further embeds the school values that guard against discrimination, teasing, bullying and aggressive behaviour.

As a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs. We will make every attempt to be appropriately sensitive whilst maintaining pupils' access to the learning they need to stay safe, healthy and understand their rights as individuals.

At Greenvale Primary School, we teach RSE as set out in this policy.

4. Definition

The Department for Education defines relationships as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*

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.

We also believe that relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world.

Relationships Education is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

It is a matter of safeguarding that pupils learn about and understand appropriate and inappropriate touching and to realise that their body is fantastic, belongs to them and should be respected. It is about building the foundations of an understanding of consent and personal boundaries in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. By teaching children the correct names for their private parts, children are proven to be safer from abuse. It directly enables children to communicate effectively.

Relationships Education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It builds the confidence children need to ask for help when they feel unsafe.

We recognise that parents may be uncomfortable with the thought of their children receiving any form of sex education in school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

5. Curriculum

We have developed the curriculum 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Our current PSHE curriculum is devised using the Medway Programme of Study from The PSHE Association and our termly values; Values for Wellbeing.
- To implement the statutory Relationships and Sex Education at primary level, we have used the materials from the PSHE Association that were written especially for Medway schools, in partnership with A Better Medway.
- Relationships and Sex Education is part of the PSHE curriculum.

See Appendix 2 for Teacher Guidance for Key Stage 1 and 2, from the Medway Health Directorate – Changing and Growing Up

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendix 2.

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We use PSHE Association Primary Programme Builders for PSHE Education for KS1 and KS2. We use a questions based model, structured around an overarching question for each term.

See appendix 2 and 3 for more details.

Please note that pupils in the nursery and reception classes are taught through the EYFS curriculum. Relationships Education is a part of the Personal, Social and Emotional Development. Learning is observed in the following areas:

- Self regulation
- Managing self
- Building relationships

See Appendix 1 where the Early Learning Goal descriptors link to future Relationships Education at KS1.

6.1 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

6.2 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

7. Use of external organisations and materials

If we utilise any external organisations and materials, we 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.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and that 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

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

8. Roles and responsibilities

8.1 The Governing Board

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

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory 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 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.

All teachers teach 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 components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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 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.

11. Safeguarding

All members of staff have statutory training around safeguarding children and are aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

12. Monitoring arrangements and Evaluation

The delivery of RSE is monitored by Mrs Williams, Nurture Teacher.

Our Relationships and Sex Education will be delivered as an integral part of our PSHE curriculum. Please see Appendices 1, 2 & 3 for an overview of the learning in each year group. Assessment of the pupils' learning will be in line with the curriculum:

- Each unit of work begins with a diagnostic activity to evaluate current pupil knowledge
- Class teachers adapt plans provided to the needs of their class
- At the end of a unit of work the diagnostic activity is repeated so that pupils can demonstrate their new knowledge.

PSHE lessons will continue to be observed in the normal programme of monitoring.

The implementation of the Relationships and Sex Education will be reviewed annually for successes and areas to develop. Feedback from class teachers, parents / carers and pupils will provide the basis for this review.

Links to other policies/documents

British Values

Computing

PSHE

Safeguarding and Child Protection

Science

SMSC

Appendices

Appendix 1 – EYFS links to Relationships and Sex Education

Appendix 2 – Medway Public Health Directorate, Changing and Growing Up Teacher Guidance for Key Stage 1 and 2 (a copy of this can be requested from the school office)

Appendix 3 – PSHE Programme Builders, Questions Based Model (a copy of this can be requested from the school office)

Appendix 4 – End of Primary Overview

Appendix 1: EYFS links to Relationships and Sex Education

Personal, Social and Emotional Development: Self Regulation

3 and 4 year olds	Reception	Early Learning Goal
<ul style="list-style-type: none"> • Welcomes and enjoys praise for what they have done • Is more outgoing towards unfamiliar people and more confident in new social situations • Confident to talk to other children when playing and will communicate freely about own home and community • Shows confidence in asking adults for help 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions • Can describe self in positive terms and talk about abilities 	<ul style="list-style-type: none"> • Children are confident to try new activities and say why they like some activities more than others • They are confident to speak in a familiar group • Will talk about their ideas • They say when they do or don't need help

Personal, Social and Emotional Development: Managing Self

3 and 4 year olds	Reception	Early Learning Goal
<ul style="list-style-type: none"> • Aware of own feelings and knows that some actions and words can hurt other's feelings • Begins to accept the needs of others and can take turns and share resources, sometimes with the support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met • Can usually adapt behaviour to different events, social situations and changes in routine 	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy 	<ul style="list-style-type: none"> • Children can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable • They work as part of a group or class • Understand and follow the rules • Adjust behaviour to different situations

Personal, Social and Emotional Development: Building Relationships

3 and 4 year olds	Reception	Early Learning Goal
<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • Initiates play, offering cues to peers to join them • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say • Takes steps to resolve conflicts with others children, e.g. finds a compromise 	<ul style="list-style-type: none"> • Children can play co-operatively, taking turns with others • They take account of one another's ideas about how to organise an activity • They show sensitivity to others' needs and feelings • Form positive relationships with adults and other children

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 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	<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

TOPIC	PUPILS SHOULD KNOW
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 • 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 • Where to get advice e.g. family, school and/or other sources