

Greenvale Primary School



RELATIONSHIP AND SEX EDUCATION POLICY

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Signed by Headteacher	Mrs A Allnutt
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1. Aims

The aims of relationships and sex education (RSE) at Greenvale Primary, and in all primary schools is 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, and cultivate positive characteristics such as kindness and integrity
- 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 Values for Wellbeing:

- 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. It is part of the Personal, Social, Health and Economic (PSHE) curriculum.

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.

2. 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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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 Greenvale Primary School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the subject lead for PSHE and the headteacher pulled together all relevant information including relevant national and local guidance
2. Staff and link governor 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 view and feedback about the policy
4. Pupil consultation – we have discussed with our pupils during RSE lessons the importance of the learning that takes place
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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 for both safeguarding and physical health matters.

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 which is vital for their mental health and wellbeing.

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 AI, the internet and social media, where children have constant access to this through mobile technology, we believe it is better that children receive age-appropriate answers from teachers and health professionals who are informed by the Department of Education, than it being left to their peers or sources that do not prioritise their best interests, safety and wellbeing.

5. Curriculum

- RSE is part of the PSHE (Personal, Social, Health and Economic education) curriculum
- Greenvale Primary School only uses the Medway Programme of Study from The PSHE Association (the national body for PSHE), our termly Values for Wellbeing as well as additional resources from the NSPCC
- We do not use any materials from other sources so we can guarantee the safety and suitability for our pupils and families.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- 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 Medway Child Health.

Primary relationships education will focus on:

- 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.
- being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.
- pupils should be taught 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, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact.

We have implemented the curriculum 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 from untrusted sources.

Nurture

At Greenvale, we believe that a nurturing approach to learning, where we focus on emotional needs and development as well as the academic learning of all pupils, is the best way to supporting barriers to learning.

Robins is a provision that has positive long term effects on those pupils who are most affected by trauma, family issues or barriers that prevent pupils from thriving. It provides the pupils with the necessary support needed to develop their emotional and social needs and therefore help to remove the barriers to their learning. Teaching and learning in Robins focusses on the Boxall Profile targets primarily, to build a foundation for academic progress. Our Nurture intervention is a tool through which academic learning can be achieved.

Pupils who attend the nurture provision will return to their class base to ensure they access all PSHE lessons.

Our RSE curriculum is set out as per Appendices 1 and 2.

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, for all year groups, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- 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

The [guidance](#) recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. At Greenvale Primary School we follow the recommended scheme of work from the PSHE Association (Medway Version), therefore:

Sex education focusses on the following

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2. The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. ***Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.***

In Year 6, Lesson 4, 'How a baby is made' incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. ***While the Department for Education strongly recommends that primary schools deliver Sex Education, Greenvale Primary School judge that parents/carers have the right to request to withdraw their children from this lesson.***

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For the year groups that cover these topics (Y4, 5 and 6), we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Again, please note that Greenvale Primary School will only use resources from, or signposted by the PSHE Association or NSPCC to ensure we use safe, appropriate material for our pupils and families.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme has been designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers. For example, prior to the start of puberty lessons in Year 4, a talk is held for parents and the lesson content is shared and discussed with a member of the Medway Child Health team. Once the unit of work begins, lesson plans are emailed out to parents before they are taught so that they are able to discuss them with their child and are prepared for any questions they might ask their parents and carers after

the learning. Parents and carers are encouraged to come forward to speak with the school on a 1-1 basis should they feel the need to discuss anything that is important to them. We recognise that this can be a very sensitive area for some and the more dialogue we are able to have as a team around the pupils, the more successful the learning will be.

Assessment

Although formal examinations are not required in primary PSHE, we gauge pupil knowledge at the start of a unit of work so that lessons can be planned to meet the needs of a class. An assessment activity is carried out at the end of a unit to identify progress made.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request, should this be necessary.

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 adaptation needed

This will be achieved because the learning will take place with teachers who implement the school ethos of 'nurture, inspire, succeed,' and model our Values for Wellbeing that embed from the start:

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

6.2 Use of resources

We will always 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 and maturity of the 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

To ensure this, we will only source from the PSHE Association (Medway Version) and the NSPCC. We may choose to use material that either of these bodies recommend, should it be required.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

Should the opportunity arise and most importantly be appropriate, we will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs Amanda Allnutt.

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.

Mrs J Williams, our Nurture Teacher leads RSE at Greenvale Primary School.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, in line with our school ethos and Values for Wellbeing.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

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

10. Training

Staff training for RSE 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. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject lead through the programme of monitoring used throughout the school:

- planning scrutinies,
- lesson observations / drop ins
- monitoring of pupil work
- gathering pupil voice
- monitoring of termly assessments

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs J Williams, Nurture Teacher and RSE Lead and Mrs A Allnutt, Headteacher annually. At every review, the policy will be approved by the Headteacher.