Relationships, Health and Sex Education Policy

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the relationships and sex education for our pupils are met and effectively supported through our school values of:

Respect – by respecting the individual needs of all our children by effectively supporting them with appropriate strategies to promote healthy relationships.

Compassion – by showing compassion and understanding for each individual situation that a child finds themselves in.

Creation – creating a safe and secure environment which allows children to be effectively supported with healthy relationships, helping them to thrive and flourish.

Perseverance – by persevering with challenges which may arise, in dealing with situations that children find themselves in. Always acting in the best interests of everyone concerned.

Service – by building trusting, healthy relationships with children as we serve to help to keep them safe in our school.

Our Aims:

The aim of our Relationships, Health and Sex Education curriculum is to provide children with age-appropriate information, explore attitudes and values and to develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

Our Objectives:

- To provide the knowledge and information to which all pupils are entitled
- To clarify and reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils develop skills of language, vocabulary, decision making, choices and assertiveness and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

Definition

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up and relationships. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships.

What does Relationships and Sex Education (RSE) cover?

Relationships Education, Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (see Relationships & Health Education Progression Map).

The DfE guidance (September 2019) states that Relationships Education in primary schools should cover 'Families and People Who Care for Us', 'Caring Friendships', 'Respectful Relationships', 'Online Relationships' and 'Being Safe'. It also states that by the end of primary school all children should know: 'How to Report Concerns or Abuse, and the Vocabulary and Confidence Needed to Do So'.

The DfE guidance (September 2019) states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBTQ+ and gender equality, in line with the Equalities Act 2010.

The DfE guidance (September 2019) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and

girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the Primary National Curriculum 2014 for Science - how a baby is conceived and born.'

Health Education is mandatory in all primary schools in England from September 2020. Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, National Curriculum Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It enables children to make responsible and informed decisions about their health and well-being. Relationships, Health & Sex Education makes an important contribution to health and well being by supporting children's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realizing other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the United Nations General Assembly - July 2010; Item 69, paragraph 18

All primary schools must teach the following as part of the Primary National Curriculum in England (September 2014) Science Framework. Parents do not have the right to withdraw their child from science lessons.

Key Stage 1

Pupils should be taught to:-

"Notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals (egg, chick, chicken; spawn, tadpole, frog). The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs" Year 2

Key Stage 2

Pupils should be taught to:-

"Describe the life processes of reproduction in some plants and animals by finding out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. They might observe changes in an animal over a period comparing how different animals reproduce and grow" Year 5

"Describe the changes as humans develop to old age by indicating stages in the growth and development of humans. They should learn about the changes experienced in puberty" Year 5

Parents play a major role in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The school aims to complement and support the role of the parents and has a clear responsibility to evaluate how we ensure that pupils are adequately prepared for adult life in this respect. Staff have a pastoral role in the welfare and well-being of children; however, we are aware that this function should not trespass on the proper exercise of parental rights and responsibilities. In Years 5 and 6 the children follow a programme of work, which deals with specific issues such as reproduction and the changes that take place during puberty.

We will always inform parents. Ultimately parents have the right to withdraw their children, by informing the Headteacher of their decision, from those aspects of sex and relationship education, not included in the Primary National Curriculum in England (September 2014) Science Framework.

Child Protection & Confidentiality

Staff need to be aware that effective Relationships, Health and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this be the case the staff member will inform the Headteacher and record the details on CPOMS (Child Protection Online Monitoring System). A member of staff cannot promise confidentiality with the child and must explain to the child that this information must be shared with other adults if concerns exist. Staff will endeavour to answer children's questions relating to Relationships, Health & Sex Education as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

Children with Additional Needs

Teaching and resources will be differentiated, as appropriate, to address the needs of children with additional needs, for them to have full access to the content of Relationships, Health and Sex Education.

Monitoring and Evaluation

Monitoring is the responsibility of the Headteacher and Miss E Chapman, subject leader for Relationships, Health & Sex Education.

This Relationships and Sex Education policy should be read in conjunction with the Relationships, Health and Sex Education Progression Map and Health and Safety Policy

Approved by Governors February 2025



Signed by Chair of Governors