

CHAPTER 3: RELATIONSHIPS AND SEX EDUCATION

3.1 Aims and opportunities

At our school, high-quality Relationships and Sex Education (RSE) forms an important part of preparing children for life in modern Britain. Through our RSE curriculum, we aim to equip pupils with the knowledge, understanding, skills and values they need to develop healthy relationships, stay safe, respect differences and make informed choices as they grow.

- Promote pupils' spiritual, moral, social and cultural development;
- Support children's physical, emotional and mental wellbeing;
- Develop understanding of healthy, respectful and positive relationships;
- Teach children how to stay safe both online and offline, including recognising risks, seeking help and understanding personal boundaries;
- Provide age-appropriate knowledge about growing up, puberty and human development, using correct scientific vocabulary.

3.2 Statutory requirements

The school will deliver Relationships Education, Relationships and Sex Education and Health Education in accordance with current Department for Education statutory guidance, issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, and with due regard to the Equality Act 2010.

At primary level, Relationships Education and Health Education are compulsory for all pupils. The school also teaches the statutory elements of the National Curriculum for Science, including age-appropriate learning about human growth, development and reproduction.

Where the school teaches aspects of non-statutory Sex Education beyond the National Curriculum for Science, this will be age-appropriate, carefully planned, and delivered within a safe, respectful and inclusive learning environment.

3.3 Organisation and planning

RSE is taught throughout the school year through dedicated PSHE and RSE lessons, assemblies, themed events and wider curriculum opportunities. Each class delivers a planned sequence of lessons using the Twinkl Relationships Education, Relationships and Sex Education and Health Education scheme to support progression and statutory coverage.

Opportunities to revisit and reinforce learning are taken through circle time, assemblies, online safety lessons, science lessons, collective worship, educational visits and responsive teaching linked to pupils' needs and current issues.

Ground rules are established within lessons to ensure all children feel safe, respected and able to participate. Teaching materials are reviewed regularly to ensure they remain relevant, inclusive, age appropriate and responsive to statutory guidance and pupil need.

3.4 Curriculum content

- In EYFS, children explore positive relationships, feelings and emotions, kindness, similarities and differences, keeping safe, confidence and healthy lifestyles;

- In Key Stage 1, children explore family relationships, friendship, belonging, respect, kindness, personal boundaries, keeping safe online and offline, physical health and growing and changing;
- In Key Stage 2, children explore healthy friendships and relationships, respectful relationships, mental wellbeing, online relationships, keeping safe, puberty and changing adolescent bodies, and preparation for transition to secondary school.

3.5 Delivery of RSE

RSE is delivered mainly through the PSHE curriculum and is supported by science, computing, RE, collective worship, assemblies and wider school life. Biological aspects of growing and changing are taught through the National Curriculum for Science and through age-appropriate PSHE/RSE lessons.

Lessons are inclusive and accessible to all learners, age and developmentally appropriate, discussion based and interactive, respectful of individual backgrounds and beliefs, and responsive to children's questions and experiences.

Relationships Education focuses on the statutory building blocks 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, LGBT 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 (such as children who are looked after, or young carers).

3.6 Working in partnership with parents and carers

We recognise that parents and carers are the first educators of their children and play a vital role in supporting learning about relationships, health and wellbeing. The school will consult parents and carers when this policy is reviewed, provide information about curriculum content, and offer opportunities to view teaching materials where appropriate.

Through open communication between school and home, we aim to ensure children receive consistent messages that support their personal development and wellbeing. Any questions or concerns about the curriculum will be responded to sensitively by the class teacher, subject leader or headteacher as appropriate.

External visitors, such as school nurses or other appropriately qualified professionals, may be invited to support aspects of RSE. Visitors will always be used to enhance, not replace, teaching by school staff and will be briefed on school policies, safeguarding expectations, confidentiality and the planned learning outcomes before working with pupils.

3.7 Roles and responsibilities

3.7.1 The governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

3.7.2 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 8).

3.7.3 Staff

Staff members 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 are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

3.8 Parents' right to withdraw children from non-statutory elements of RSE

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 using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

3.9 Equality, inclusion and SEND

RSE will be delivered in accordance with the Equality Act 2010 and will be inclusive of all pupils, including those with special educational needs and disabilities. Teaching will be age appropriate, developmentally appropriate and sensitive to pupils' different backgrounds, experiences, beliefs and family circumstances.

Staff will ensure that teaching promotes respect, challenges prejudice and discrimination, avoids stereotyping and supports all pupils to participate safely and meaningfully. Reasonable adjustments will be made where needed so that pupils can access the curriculum appropriately.

3.10 Safeguarding and confidentiality

RSE plays an important role in safeguarding by helping children understand healthy relationships, personal boundaries, consent, safety, online risks and where to seek help. Pupils will be reminded that staff cannot offer complete confidentiality.

If a child discloses information that raises concerns about their safety or wellbeing, staff will follow the school's Child Protection and Safeguarding Policy and share the concern with the Designated Safeguarding Lead. Any safeguarding concerns arising from RSE lessons will be recorded and managed in line with school procedures.

3.11 Online safety and digital relationships

Online safety forms an integral part of the RSE curriculum. Pupils will learn, in an age-appropriate way, about respectful online communication, privacy, personal information, digital footprints, online bullying, harmful contact, misinformation, manipulation and how to seek help when online experiences cause concern.

3.12 Assessment, recording and reporting

Teachers assess pupils' understanding through observation, discussion, questioning, pupil reflections and lesson activities. Assessment is used to identify misconceptions, inform future planning and ensure pupils are supported to make progress.

Although RSE is not formally assessed in the same way as core subjects, teachers evaluate pupil understanding against planned learning objectives and may record outcomes within PSHE assessment records where appropriate. Parents will be informed about the RSE curriculum through curriculum overviews, the school website and parent communications.

3.13 Monitoring and governance

The PSHE/RSE Subject Leader will monitor provision through learning walks, pupil voice, planning scrutiny, work sampling where appropriate and staff discussion. Monitoring will consider curriculum coverage, pupil engagement, progression, inclusivity and the effectiveness of teaching.

The governing body is responsible for approving this policy, monitoring its implementation and ensuring statutory requirements are met. The headteacher and PSHE/RSE Subject Leader will report periodically to governors regarding curriculum implementation, pupil outcomes and future developments.