



Highley Primary School

Relationship and Sex Education Policy

Review Date: October 2023

Next Review date: Autumn 2024

The aim of our policy

We believe RSE is important for our pupils and school because we want our children to have an awareness of puberty and their sexual development to prepare them for this stage in their life.

In addition, we want to create a positive culture of issues around sexuality and relationships, which some children may not experience at home. Furthermore, we believe from the safeguarding perspective, that children need to be taught the correct biological vocabulary to describe themselves and their bodies. The manner in which we teach this element of the curriculum enables sensitive discussions to take place and misconceptions to be addressed in a 'safe' environment.

This Relationships and Sex Education (RSE) policy works in conjunction with other school policy, including:

- PSHE policy
- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- Equality policy
- E-safety policy

Documents that inform the school's RSE policy include:

- Equality Act (2010)
- Education Act, 1996: [Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56)
- DfE Guidance: [Keeping children safe in education 2023.pdf](#)

Our Policy and its definition:

Our RSE programme is an integral part of our whole school PSHE education provision. We believe a carefully structured and well-planned sex and relationships programme is important in developing pupils' knowledge and understanding of themselves and fundamental in developing safe and secure relationships with others. OFSTED (2002) recommends that, 'a caring and development programme needs to be more than just the biology and the fundamentals of reproduction.'

In this policy, sex education is defined as 'learning about physical, moral and emotional development.' The emphasis is on building positive and healthy relationships, including the importance of marriage, stable and loving relationships, respect, love, and care. Education for personal growth and self-esteem complements and overlaps with this, through the personal, social, and emotional development of the child. We believe that if our young people feel positive and good about themselves, they are more likely to take care of themselves, think positively about others and develop non-exploitative, caring relationships.

As a school, we place particular emphasis on developing knowledge and skills and carefully matching these to the pupils' level of maturity. It is **not** the promotion of sexual activity.

Policy intent:

Our Policy intends to:

- Provide a trusted environment in which sensitive discussions can take place and children are able to ask questions without fear of prejudice and embarrassment at home and in school.
- Prepare pupils for puberty and the physical development of their bodies – giving them reassurance that such changes are normal.
- To counteract myths and misinformation that they may hear about on the playground.
- Promote good personal hygiene and good health.
- Teach children the correct biological vocabulary to describe themselves, their bodies, and bodily functions, in a sensible and factual way.
- To understand that animals reproduce to ensure the continuity of the species.
- Facilitate feelings of self-respect, confidence and empathy with others and help pupils to communicate this to others.
- Ensure children understand the importance of sexual relations as part of a committed and loving relationship.
- Provide pupils with skills and knowledge necessary to keep themselves happy and safe. To give them the confidence to seek help, support, and advice from others, when needed.
- Create a positive and sensitive culture of issues of sexuality and relationships and challenge stereotypes from the media and other sources. Help children to understand and interpret the information they pick up when exposed to information and messages from different media, such as 'You tube', Games and the internet, in partnership with parents and other significant adults.

Curriculum Implementation:

- As a school we are a member of the **P.S.H.E. Association** which promotes good practice in education and where expert guidance documents are available. We use the *Shropshire Respect Yourself: Eat Better, Move More*, RSE programme of study, produced by Shropshire L.A. and accredited by the P.S.H.E. Association. This programme runs through from Year 1–Year 6 (an overview of the scheme is provided in *Appendix 1*)
- The scheme has three sections: 'Choices and Challenges', 'Changes' and 'Care and Commitment.' In year 5, there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme, which facilitates the smooth transition from primary to secondary programmes of study.
- Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and the changes as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.
- In addition to the Shropshire materials, we supplement our teaching with materials from the NSPCC, including 'PANTS' materials (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>) that supports children in keeping safe from sexual abuse.
- In our unit on 'Relationships' we look at different families and how they are made up. For example, single parents, same-sex relationships, etc.

- In science lessons in Key Stage 1, the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science.
- In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth.
- Prior to any teaching, a careful evaluation of pupil knowledge will be conducted by the class teacher at the beginning of each unit of work. In addition, Pupils will have the opportunity to reflect on their learning during lessons and discuss what they have learnt. Pupil voice will input into adapting and amending learning activities.
- RSE programme will be taught through a range of teaching methods and interactive activities, including teacher- led lessons, mixed gender groups and carefully managed peer- to - peer discussions. We also use subject specific children’s books and age-appropriate film clips, as recommended by the scheme.
- Pupils’ questions will be responded to by all staff (teaching and non-teaching) as they arise, in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions, *appropriate to the age of the child*.
- School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions.
- The use of sexualised language, swearing and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.
- RSE programme will be taught through a range of teaching methods and interactive activities, including teacher led lessons, mixed gender groups and carefully managed peer to peer discussions, and age-appropriate film clips.

We will ensure a ‘safe’ environment in which to learn by:

- At the onset of a unit of work, ‘ground-rules’ will be established to create an atmosphere of trust and support, so pupils can discuss and share their feelings, explore values and attitudes, and create a safe and supportive learning environment. These ‘ground-rules’ will remain throughout the duration of the teaching.
- A ‘question box’ approach in each individual classroom, will be used across the school. This will be discussed when establishing ground rules for learning.
- Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead, in accordance with the Child Protection Policy and protocols as laid down by Shropshire L.A.
- Confidentiality must not prevent action if the child is ‘at risk’. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Moral and Values Framework

The Relationship and Sex Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy. Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children

to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children may come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Equal Opportunities

At Highley Community Primary School, the notion of equality of opportunity is highly valued. We ensure RSE is inclusive and meets the needs of all our pupils, including those with Special Educational Needs and Disabilities (SEND) by tailoring lessons according to the needs of these pupils in consultation with senior leaders, class teachers and parents, if applicable. This might include the use of simplified questioning, word banks and pictorial representations.

We ensure we foster gender equality and LGBT+ equality by not allowing stereotypes to come into our teaching and promoting respect for all, from all.

Role and responsibilities

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance. Whilst the programme will be led by the individual class teachers, who know their pupils the best, they will be supported by Senior Leaders and the P.S.H.E. Lead.

All staff, governors and parents will be given the opportunity to input into this policy.

Home-school Partnership

Our partnership with parents is an integral part of our RSE.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme *in partnership*, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

It is hoped that the school curriculum and ethos of the school complements and enhances home teaching and values, giving regard to the value of family life and loving, stable relationships. We provide parents with opportunities to discuss the school's policy and practice (through parent council, for example) and are encouraged to discuss and ask questions. Parents will be informed about the *timing* of the delivery, so they can follow up this at home. In addition, they are offered the opportunity to look at resources used in school and ask any questions of the class teacher/ PSHE Lead.

Statutory guidance states that the parent/ carers have a right to withdraw pupils from RSE for aspects of Sex Education only - those which are not already part of the statutory Science curriculum. If a parent wishes to do this, they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with the class teacher and head. The Head will discuss the implications and likely consequences of withdrawal from the non- statutory part of the curriculum.

Role of Head Teacher

It is the responsibility of the head to ensure that:

- Policy and practice is developed in accordance with good practice guidelines and recommendations

- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about policy
- Staff receive appropriate training and support

Complaints Procedure

If parents have any cause for concern about RSE Policy they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via Curriculum Complaints (procedure will vary from school to school).

Monitoring and review

The Strategic Development and Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated in consultation with teaching and support staff and approved by Governors. It will be reviewed every year in the first instance, thus giving the subject lead, SLT, Governors and Staff the opportunity to reflect and evaluate the delivery of the programme, post-lockdown. Thereafter, the policy will be reviewed bi-annually.

Key websites:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)www.pshe-association.org.uk

Guide for parents:

https://assets.publishing.service.gov.uk/media/5f2c2b988fa8f57ac88dc996/RSE_secondary_schools_guide_for_parents.pdf

*This is sent out to parents

Appendix 1: Overview of scheme of work

RSE		
Choices & Challenges	Changes	Care & Commitment
KS1 Activities <ul style="list-style-type: none"> • Car wash touching • Caring for pets • People who care for us • Story time • Body outline 	YEAR 1 & 2 <ul style="list-style-type: none"> L1 Amazing me L2 Same but different L3 Animals and their babies L4 I can do L5 Being safe 	YEAR 1 & 2 Hygiene
KS2 Activities <ul style="list-style-type: none"> • Create a character • Conscience alley • Overheard conversations 	YEAR 3 <ul style="list-style-type: none"> L1 Growing up L2 Changes L3 Fact & fiction 	YEAR 3 Friendship
	YEAR 4 <ul style="list-style-type: none"> L1 Lifecycle L2 Keeping safe L3 Periods 	YEAR 4 & 5 L1 Healthy choice challenge
	YEAR 5 <ul style="list-style-type: none"> L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & birth 	L2 What and who helps L3 Celebrating
Respect Yourself: RSE Transition Programme Year 6 and 7		