



## Relationships and Sex Education Policy

Author: S. Shires  
Issue Date: March 2021

To be reviewed: March 2024

### **Context:**

This policy reflects the Education Act 2002, the DfE 2019 Guidance on Relationships Education, RSE and Health Education and guidance from the PSHE Association. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

This policy should be read in conjunction with our PSHE policy as this outlines how we approach relationships education.

### **Definition of Relationships and Sex Education (RSE):**

Relationships and Sex Education at Silsoe Lower School is firmly focused on the relationships element, which gives pupils essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both online, and offline. The sex element of RSE at this age is about learning accurate and age-appropriate knowledge about the human body, including the correct names for external body parts, which is taught within the science curriculum.

### **Aims and Outcomes:**

The overall aim of RSE is to foster a lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It is about promoting the understanding of healthy, respectful relationships, focusing on family and friendships in all contexts, including online.

We aim to ensure that: -

- all pupils have a better understanding of the nature of human relationships
- all pupils develop confidence and self-esteem through talking, listening and thinking about feelings and relationships.
- all pupils learn to accurately name parts of their bodies and to be able to describe how their bodies work.
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles
- all pupils learn how to protect themselves and to feel confident to ask for help and support.
- all pupils can consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood (puberty)
- we nurture a partnership between caring adults; governors, teachers, teaching assistants and parents to ensure sensitive support for children as they grow and mature.
- we promote the spiritual, moral, cultural, social, physical and mental development and wellbeing of pupils.
- RSE is integrated into the curriculum and not taken out of context or over-emphasised in any way.

- the delivery of RSE will be differentiated to meet the pupils' age, ability, gender and maturity levels.

RSE has three main elements that we aim to promote through our broad and balanced curriculum:

1. attitudes and values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage and stable and loving relationships for the nurture of the children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made and of managing conflict
- learning how to recognise and avoid exploitation and abuse

3. knowledge and understanding

- learning and understanding physical development/changes at age appropriate stages

### **Implementation:**

RSE is not taught in isolation but is firmly embedded as part of a broad and balanced curriculum including Personal, Social, Health and Economic (PSHE) education and the Science curriculum. In the early years, we focus on the teaching of friendships, managing feelings and behaviour and promoting self-esteem and confidence. During the final term of year 4, there will be a pre-planned, discrete lesson on the teaching of the onset of physical and emotional changes to the body in order to prepare children for puberty (including the menstrual cycle) and help them to understand these changes in a safe, inclusive environment. This is taught as part of the Health Education aspect of PSHE and is an age-appropriate lesson delivered privately to each gender. There is a parent information session delivered prior to this on the content of this lesson designed to involve parents in supporting their child.

- The relationship element of RSE is delivered throughout the curriculum but emphasised within the PSHE curriculum
- The sex element of RSE is approached in an age-appropriate way as the need arises, delivered mainly through the science curriculum.

- Correct biological and physiological vocabulary will be used throughout the Science and PSHE curriculum
- Class teachers are responsible for teaching age-appropriate relationships education
- The PSHE subject lead and the class teacher will team teach the onset of puberty session to the year four children (part of Health Education)
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police.
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance

### **Impact:**

#### **Early Years' pupils will learn;**

- about how to build and maintain friendships (taking turns, being patient, sharing etc)
- how to manage their feelings and behaviour (boundaries, rules etc)
- to develop their self-esteem and confidence

#### **Key Stage 1 pupils will learn;**

- that animals including humans grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- about the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the biological names of the main external parts of the body including genitalia
- why families are special and caring

#### **Lower Key Stage 2 pupils will learn;**

- about keeping themselves safe
- that their actions have consequences and to begin to anticipate the results of their actions
- about different forms of bullying and the feelings of both bullies and victims
- how being different can provoke bullying and how this is unacceptable
- about different family arrangements and customs and how to accept them
- the centrality of love and trust in all established relationships
- about the emotional and physical changes of puberty (summer term of year 4)

### **Parental Involvement**

We strive to work in partnership with parents and carers to provide effective RSE. Parents need to know that the school's PSHE/RSE programme will complement and support their role as parents.

Parents are provided with the opportunity to find out about and discuss the school's programme through parents' evenings, in policy development, the school website and prospectus, displays and an open-door policy.

We are always willing to discuss any issues worrying individual parents and appointments can be arranged with the Head Teacher if necessary. Parents are welcome to view any teaching materials.

During the summer term, we hold an information session for parents of year 4 children about the content of our session on the emotional and physical changes of puberty. This is held prior to delivering this session to the pupils so that they can feel prepared to support their child.

### **Parental Rights To Withdraw Their Children From Sex Education**

Parents have the right to request to withdraw their child from some or all of the sex education delivered as part of the statutory RSE (PSHE) curriculum but not from relationships or health education or where it is part of the science curriculum.

***For our school this means that parents do not have the right to withdraw their child from any part of the curriculum.***

Parents should be aware that the PSHE/RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values
- prepare children for the challenges, opportunities and responsibilities of adult life

Any parents/carers wishing to discuss the PSHE curriculum (including RSE and Health Education) are invited in to discuss this with the Head Teacher and/or PSHE/Science subject leads.

### **Confidentiality and Advice**

Pupils, parents and carers will be made aware of the school's policy on confidentiality. This will involve;

- reassuring pupils their best interests will be maintained
- encouraging pupils to talk to parents and carers and giving them the support to do so
- ensuring pupils know that teachers and teaching assistants cannot offer unconditional confidentiality
- reassuring pupils that if confidentiality has to be broken they will be informed first and then supported as appropriate
- if there is any possibility of abuse we will follow the school's Safeguarding and Child Protection Procedures

- making sure that pupils are informed of sources of confidential help, for example; the school nurse
- using ground rules in any class discussion.

### **Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the child concerned and the limits of the year group topics.

If a child asks questions of a sexual nature (non-puberty related) during the lesson on puberty in year 4, they will be encouraged to speak to a trusted adult at home. Staff at school will not answer these types of questions but will liaise with parents/carers to prepare and support if necessary. It is vital that children are encouraged to ask questions but at this age, we recognise parental preference to what knowledge their child acquires. Parents/Carers will be informed of this approach at the information session prior to the lesson.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

### **Inclusion/SEND**

The RSE policy reflects and is in line with the schools' equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEND. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offers support.

### **Monitoring and Evaluation**

The success of this policy will be judged by the confidence of pupils in dealing with relationships and by their growing self-awareness. Teachers and teaching assistants will analyse contributions to discussion and circle time activities in addition to analysing the factual knowledge communicated across the curriculum.

The policy will be included in the school prospectus and website and parents' views will be considered.

The PSHE Leader will report progress to the Governing Board and the Governing Board will review this policy every three years.

## **Resources**

See resources list in the school PSHE subject file. Access to the School Nurse when appropriate.

Books for parents/carers use around Sex Education if requested;

- Let's Talk About Sex, Growing up, changing bodies, sex and sexual health
- Let's Talk About girls, boys, babies, bodies, families and friends
- Let's Talk About Where Babies Come from
- Boy Talk
- Where Willy Went
- Amazing You!

See Also:

PSHE Policy

Safeguarding and Child Protection Policy

Behaviour Policy

Confidentiality Policy

Intimate Care Policy

SEND Policy

DfE Guidance on RSE [here](#)

Equal Opportunities Policy

Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>