

Robert Peel Primary School

Sex and Relationships Education Policy



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Statement of Intent

At Robert Peel Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil as part of the wider PSHE curriculum.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

It is our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our sex and relationships curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Promoting Positive Behaviour Policy
- SEND & Provision Policy
- Equality, Diversity and Inclusion Policy
- Peer-on-Peer Abuse Policy
- Anti-Bullying Policy
- Mental Health Policy
- PSHE policy
- E-Safety Policy
- Visitor Policy

2. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SEND Manager is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Support Staff in order to meet pupils' individual needs.

3. Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of our PSHE curriculum. Additionally, at Robert Peel Primary School, Sex Education forms a part of our PSHE curriculum. Whilst this content is non-statutory, a tailored programme has been developed to meet the needs of our cohort.

For the purpose of this policy:

- “Relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ [guidance](#).

Our relationships curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group.

4. Consultation with Parents

The school understands the important role parents play in enhancing their children’s understanding of sex and relationships. Similarly, we also understand how important parents’ views are in shaping the SRE curriculum. The school works closely with parents by establishing open communication; all parents are consulted in the development and delivery of the sex and relationships curriculum.

Parents are provided with the following information:

- The content of the sex and relationships curriculum
- The delivery of the sex and relationships curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by sharing details about what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time through a Parentmail survey.

5. Sex and Relationships Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should

ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the statutory primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 4](#) of this policy. Parents are given the opportunity to share their ideas and opinions on what is taught within sex education.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through the school, with a view to providing a smooth transition to secondary school. This curriculum is based and adapted from a scheme of work provided by the PSHE Association.

Statutory relationships education begins in the Early Years Foundation Stage and develops progressively throughout Key Stages 1 and 2. This content is outlined below.

EYFS

- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly.
- Develop a positive sense of self and show resilience and perseverance in the face of challenge.
- Work and play cooperatively and take turns with others.
- Form positive attachments and friendships.
- Show sensitivities to others' needs.

Year 1

- Understand the roles of different people who care for them.
- Know what it means to be a family and how families are different, e.g. single parents, same-sex parents etc.
- Recognising privacy; what it means to keep something private, including part of the body that are private.
- Staying safe; identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses, punches)
- Managing secrets; recognising the difference between happy surprises and secrets that make them feel uncomfortable or worried.
- Seeking permission; how to ask for and give/not give permission.
- How behaviour affects others; what kind and unkind behaviour is.
- Being polite and respectful.

Year 2

- Recognise how to be a good friend and develop strategies for positive play.
- Know how to recognise, and ask for help, when they are feeling lonely or unhappy.
- Managing secrets; recognising the difference between happy surprises and secrets that make them feel uncomfortable or worried.
- Resisting pressure and getting help.
- Seeking permission and consent; identifying situations where permission or consent should be sought.
- Recognise hurtful behaviour, including online.
- Recognising things in common and differences between their friends, classmates and other people.
- Playing and working cooperatively in different groups and situations.
- How to share ideas and listen to others.

Year 3

- What makes a family; recognising and respecting different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.
- Recognise features of a family life; different ways in that people can care for each other.
- Know what privacy and personal boundaries are, including online.
- Safely responding to others
- Impact of hurtful behaviour; know the effects and consequences of bullying/hurtful behaviour.
- Recognising respectful behaviour and how to model respectful behaviour.
- Importance of self-respect and their right to be treated respectfully by others.
- Courtesy and being polite and how this is shown in different cultures and in wider society.

Year 4

- Recognising the features of positive friendships, including online.
- Responding to hurtful behaviour; how to respond if their witness or experience hurtful behaviour or bullying.
- Managing confidentiality; when it is right to keep or break confidence or share a secret.
- Recognising risks online such as harmful content or contact; including how people may behave different online.
- Respecting differences and similarities such as gender, race, and faith.
- Discussing differences sensitively.

Year 5

- Managing friendships; what makes a healthy friendship and how they make people feel included.
- Peer influence; how it can make people feel or behave, strategies to manage peer influence.
- Physical contact; identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.

- How to respond to unwanted or unacceptable physical contact.
- Know why it is important to respond respectfully to a wide range of people.
- Recognising prejudice and discrimination

Year 6

- Attraction to others; understanding different kinds of loving relationships that people who love each other can be of an gender, ethnicity or faith.
- Know that there are a range of different gender identities and sexual orientations.
- Recognise the difference between gender identity and sexual orientation and everyone's right to be loved.
- Romantic relationships; ways in which couple show their love and commitment for one another.
- Civil partnerships, marriage and what it means.
- Recognising and managing pressure; strategies to respond to pressure from friends, including online.
- Consent in different situations; what consent means and how to give/not give permission.
- Expressing opinions and respecting other points of view, including discussing topical issues.

As a school we will respond appropriately to children's questions as they arise. We will endeavour to respond to these questions in an age appropriate way or discuss these questions with parents so that parents can discuss these with their children.

The content which is taught as part of our sex education begins from Year 4 and is outlined below.

Year 4

Our Year 4 PSHE curriculum focuses on growing and changing in preparation for changes to their own bodies that they are/will be experiencing in the near future. This includes;

- Naming and identifying external genitalia and reproductive organs.
- Understanding the physical and emotional changes during puberty.
- Learning basic facts about the menstrual cycle.
- Strategies to manage the changes during puberty.
- Understand the importance of personal hygiene routines during puberty, including washing regularly and using deodorant.
- How to discuss the challenges of puberty with a trusted adult.
- How to get information, help and advice about puberty.

Year 5

Our Year 5 statutory science curriculum focuses on living things and their life processes. This includes:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

We develop this further by looking at:

- Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Stages in the growth and development of humans.
- The changes experienced in puberty.

Year 6

Our Year 6 PSHE curriculum focuses on growing and changing in preparation for the transition to secondary school. This includes;

- What sexual intercourse is and how it can be one part of an intimate relationship between consenting adults.
- How pregnancy occurs, i.e. when a sperm meets an egg and the fertilised egg settles in the lining of the womb.

6. Delivery of the Curriculum

The sex and relationships curriculum will be delivered as part of our PSHE and Science curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and developmental stage of pupils.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

7. Equality and Accessibility

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Promoting Positive Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

8. Withdrawing from the Subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the Headteacher's decision.

Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

9. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Promoting Positive Behaviour Policy and Anti-Bullying Policy.

The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

10. Confidentiality

Confidentiality within the classroom is an important component of sex and relationships education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

11. Monitoring Quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a regular basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

12. Monitoring and Review

The Governing Body is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and Headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.