



Relationships, Sex and Health Education Policy

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1. Introduction

In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and social health. Sex and Relationship Education at Swallownest Primary is part of a planned programme of Personal, Social and Health Education and Science Curriculum. The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice – these are clearly the focus throughout. The rights of young people to have access to balanced factual information and the need to have an opportunity to discuss issues in a safe and supportive environment, which is honest and open, are the key stones to this programme. There is a recognition that within the school, there are a variety of different values which arise not only from religion and culture, but also from special educational needs, social circumstances and upbringing.

This policy was drawn up as a result of consultation with teachers, parent representatives and the Local School Board.

2. Aims and Objectives

Education for personal relationships aims to help pupils to develop caring and positive relationships in which the rights of others are acknowledged and respected.

We teach children about;

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- the importance of family life;
- moral questions;
- the acquisition of skills necessary to cope with relationships and related situations;
- respect for the views of other people;
- physical and emotional abuse and what they should do if they are worried about any sexual matters.

3. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.



In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Swallownest Primary School, we teach RSE as set out in this policy, abiding by relevant information set out in the Diocese of Sheffield Academies Trust funding agreement and articles of association.

4. Planning and Teaching

We teach sex and relationship education in the context of the school's aims and values and the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. It will be tailored to the age and the physical and emotional maturity of the children.

It is recognised that some staff may find it uncomfortable and may lack confidence – if this is the case, every effort will be made to provide support either with resource materials, training or in the classroom.

We teach sex education through different aspects of our curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHE, we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it. At times it is recognised there may be a need to work in single gender groups where some issues may be discussed more openly.

In Year 5 and Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. The issue of sexual orientation is one which may feature in discussions



about sexuality. If this does arise, teachers will give objective information and allow balanced discussion.

Parents and carers of children in Year 5 and 6 are invited into school to discuss this particular programme, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

A wide variety of teaching strategies are employed, including group work, discussion, appropriate videos and role play. At times it is recognised there may be a need to work in single gender groups where some issues may be discussed more openly. The use of a wide variety of learning opportunities is seen as a key to the success of this programme, as is the differentiation of materials used.

All resources used are chosen with the developmental needs of pupils in mind and are evaluated on the grounds of the suitability for particular groups. Examples of some of the materials used and the key learning outcomes are listed in the appendix.

The education for sex and relationships curriculum is constantly under review and is evaluated as a result of feedback from pupils and staff involved in the teaching. Changes and developments are made in light of this feedback in order to keep up to date and respond to the changing needs of the pupils.

5. Roles and responsibilities

5.1 The role of the Local School Board

The local school board will approve the RSE policy, and hold the headteacher to account for its implementation.

The LSB will hold the headteacher to account for the implementation of this policy. The DSAT trustees have delegated the approval of this policy to individual schools.

5.2 The role of 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 9).

5.3 The role of staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils



- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

5.4 The role of pupils

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

5.5 The role of parents

At Swallownest Primary School, we are well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

5.6 The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, who give us valuable support with our sex education programme.

6. Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead, who will then deal with the matter in consultation with health care professionals or social care.



6.1 Pupil's Questions:

The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which goes beyond the school's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. Inset and other training will seek to include information on how teachers can respond.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. The right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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.

The school always complies with the wishes of the parents in this regard.

8. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader through learning walks, pupil interviews and work scrutiny where appropriate.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the local school board, annually. At every review, the policy will be approved by the Local School Board and the Headteacher.



Appendix 1: Curriculum map and examples including some key vocabulary



Our PSHE Programme of Study is based on four core themes

Health and Wellbeing

Relationships

Living in the Wider World

Growing Up

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Year 1	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
	Year 2	VIPS	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
LKS2	Year 3	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
	Year 4	VIPS	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
UKS2	Year 5	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
	Year 6	VIPS	Safety First	One world	Digital Wellbeing	Money Matters	Growing Up

Below is a selection of some of the intended learning outcomes for each unit above:

Relationships:

TEAM – Year 1:

- List some ways in which we show kindness to others
- Discuss examples of friendly joking, teasing and bullying behaviours

TEAM – Year 3:

- Recognise and talk about different emotions
- Discuss ways in which we can resolve conflicts

Be Yourself – Year 5:

- Discuss scenarios where children are torn between 'fitting in' and being true to themselves
- Identify the feelings involved in making a mistake and understand how to make amends

Health and Wellbeing:

It's My Body – Year 3:

- Understand the importance of sleep, exercise and healthy eating
- Know the difference between medicine, and harmful drugs and chemicals

Safety First – Year 6:

- Understand some substances at home can be dangerous
- List some of the dangers we face when we are around roads, railways or water;



Growing up:

Growing up – Year 2:

- Identify the body parts that we keep private – key vocab used: *vulva, vagina, penis, testicles*

Growing up – Year 4:

- Name the main male and female body parts needed for reproduction – key vocab used: *reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm, vulva*
- Understand that there are many different types of family

Growing up – Year 6:

- Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies – key vocab used: *reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions*
- Understand what a sexual relationship is and who can have a sexual relationship – key vocab used: *sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact* (possible withdrawal from this single session)
- Describe the process of human reproduction, from conception to birth – key vocab used: *conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord.*



Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. (E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom)