



# Shawfield Primary School

## Relationships and Sex Education Policy

Written: April 2021

Reviewed: April 2026

Next Review: April 2028

This policy covers our school's approach to Relationships and Sex Education (RSE) education and is available to parents and carers through our school website. Should a paper copy of the policy be required, please contact the School Office on 01252 320379.

## **1. Introduction**

### **1.1 Aims**

This policy is informed by our school's ethos as an establishment where each individual is valued for who they are and supported in order to prepare them for the realities of modern life in the United Kingdom. At Shawfield Primary School we recognise that parents are the first teachers of their children and have the most significant influence in enabling their children to grow and to form healthy relationships. Our RSE provision aims to complement and reinforce this through developing healthy, respectful relationships in all contexts including online.

### **1.2 Statutory Requirements**

The Relationships Education, RSE and Health Education (England) Regulations, 2019 have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory but maintained primary schools are required to teach subject content in related areas such as body parts, puberty and reproduction in plants and animals, as part of the national curriculum for science.

At Shawfield Primary School we have chosen to teach some aspects of sex education in Year 6 (See section 2.1) in order to support the children's ongoing physical and emotional development.

### **1.3 Definitions**

At Shawfield Primary School we define Relationships Education as the teaching of the foundations and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

## **2. Content and Delivery**

### **2.1 Curriculum**

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The DfE learning outcomes for primary school age children are outlined in Appendix A of this policy and our curriculum is set out in Appendix B, although we may need to adapt it as and when necessary.

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

Sex education is not compulsory in primary schools however we feel that it is important that the transition phase before moving to secondary school supports children's ongoing emotional and physical development and therefore, we have chosen to deliver a sex education programme in Year 6 tailored to the age and physical maturity of the children.

Our Year 6 sex education programme will focus on:

- How a baby is conceived and born
- Adult sexuality

Parents will be invited to attend an Information Evening where they will be informed what will be taught during RSE lessons and when. They will also have the opportunity to view the resources that will be used in lessons. Parents have the right to excuse their children from the Year 6 sex education lessons if they choose to do so.

During the year, a specific week, will be identified to deliver the Christopher Winter Project (CWP), 2020, to support the teaching and learning of RSE. The school recognises that some parents and carers may be reluctant to include their child in these sessions and are encouraged to consult with the Headteacher to discuss their concerns and the possibility of being withdrawn from these sessions.

### **2.3 How we teach RSE**

RSE is taught sensitively and inclusively, with respect to the backgrounds and beliefs of the children and parents. The relationship aspects of RSE are taught within the personal, social, health and economic (PSHE) education curriculum and the biological aspects, within the science curriculum. Lessons are delivered by a member of school staff (usually the class teacher) using the CWP.

Working with external organisations e.g. school nurse can enhance the delivery of RSE by bringing in specialist knowledge and a different way of engaging the children. The credentials, teaching materials and lesson content from visiting organisations are always checked by the school and issues of confidentiality and safeguarding procedures explained. Visitors from external organisations will only be used to enhance teaching by school staff rather than replace it.

### **2.3 Inclusion and Equality**

As outlined in our Equality Policy our school is fully committed to equality of education and opportunity for our whole school community. All pupils are included in RSE lessons and teaching will take into account the age, ability, readiness, religion and cultural backgrounds of children to ensure that all can

fully access provision. Careful consideration is given to the level of differentiation needed, and in some cases the content or delivery may be adapted. Teachers/Teaching Assistants will work with individual children where required, and if appropriate.

RSE is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We recognise that families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and that some children e.g. children who are looked after or young carers, may have a different structure of support around them. We will use RSE education as a way to address diversity issues and to promote good relations and positive attitudes between people of different backgrounds. This will be done by providing the children with safe, respectful classrooms and the opportunity to reflect on how one's behaviour, attitudes and biases can affect others. Issues such as everyday sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences will be identified and tackled.

There is no right to be excused from Relationships or Health Education in primary schools. However, parents do have the right to request that their child be withdrawn from some or all of the Sex Education delivered in Year 6.

#### **2.4 Assessment methods to be used**

Due to the nature of the subject assessing learning in RSE education uses a combination of teacher assessment and self-assessment. Pupil's progress is assessed as a comparison of where they were at the end of a lesson (or series of lessons) to where they were before the lesson(s). A baseline activity (e.g. questioning, discussion, brainstorming) will be completed before starting a new piece of work and then assessment for learning (AfL) will take place throughout the lessons in order to gauge understanding. At the end of the lesson(s) assessment of learning (AoL) will measure progress from the starting point using strategies such as; delivering presentations, producing resources to teach younger children etc.

Progress will be reported to parents/carers termly at Parents' Evenings and annually on the child's Annual Report.

### **3. Roles and Responsibilities**

#### **3.1 The Governing Body**

The Governing Body will approve the RSE policy and hold the headteacher to account for its implementation.

#### **3.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw children from the non-statutory, non-science components of RSE (See Section 4).

### **3.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive, inclusive manner
- Modelling positive attitudes towards RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory, non-science components of RSE

### **3.4 Pupils**

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

## **4. Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships Education. However, parents do have the right to withdraw their children from the non-statutory, non-science components of sex education within RSE taught in Year 6.

Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the Headteacher. Alternative work will be given to pupils who have been excused from Sex Education.

*'Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.'* DfE, 2019

## **5. Monitoring Arrangements**

The delivery of RSE is monitored by Debora Griffith (SENDCo & PSHE lead) through planning scrutinies, learning walks and pupil conferencing.

Pupil's development in RSE is monitored by class teachers as part of our internal assessment system (see Section 2.4).

This policy will be reviewed by the Debora Griffith (SENDCo & PSHE lead) every two years and at every review the policy will be approved by the Headteacher and Governing Body.

## **5. Links with other policies**

This policy links to the following other school policies and procedures:

Anti-Bullying Policy

Child Protection & Safeguarding Policy

Equality Policy  
 Health & Wellbeing Policy  
 PSHE Policy  
 SEND Policy

## **6. Appendices**

### **Appendix A – Relationships Education, RSE & Health Education Learning Outcomes, DfE(2019) p20-22**

**By the end of primary school:**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix B – Shawfield Primary School RSE Curriculum Overview

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	
Year R	Summer	<ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Being Kind</li> <li>• Family</li> </ul>	friendship kindness happy sad shy feelings lonely sorry angry family	mum dad brother sister grandma grandad stepmum stepdad foster mum foster dad
Year 1	Summer	Growing & Caring for Ourselves <ul style="list-style-type: none"> <li>• Different friends</li> <li>• Growing &amp; Changing</li> <li>• Families &amp; Care</li> </ul>	friends feelings similar different family boy	girl male female private parts penis vulva
Year 2	Summer	Differences <ul style="list-style-type: none"> <li>• Differences</li> <li>• Male &amp; Female Animals</li> <li>• Naming Body Parts</li> </ul>	similar different sex gender roles stereotypes boy	girl male female private parts penis vulva
Year 3	Summer	Valuing Difference & Keeping Safe <ul style="list-style-type: none"> <li>• Body Differences</li> <li>• Personal Space</li> <li>• Help &amp; Support</li> </ul>	stereotypes gender roles similar different male female private parts penis	testicles vulva vagina uterus family fostering adoption relationship
Year 4	Summer	Growing Up <ul style="list-style-type: none"> <li>• Changes</li> <li>• What is Puberty?</li> <li>• Healthy Relationships</li> </ul>	puberty life cycle reproduction physical breasts	sperm egg pubic hair emotional feelings

YEAR GROUP	TERM	TOPIC/THEME DETAILS	VOCABULARY	
Year 5	Summer	Puberty <ul style="list-style-type: none"> <li>• Talking about Puberty</li> <li>• The Reproductive System</li> <li>• Help &amp; Support</li> </ul>	puberty physical changes emotional changes moods menstruation periods tampons sanitary towels wet dreams	semen erection sweat breasts spots pubic hair facial hair underarm hair sexual feelings
Year 6	Summer	Puberty, Relationships & Reproduction <ul style="list-style-type: none"> <li>• Puberty &amp; Reproduction</li> <li>• Communication in Relationships</li> <li>• Families, Conception &amp; Pregnancy</li> <li>• Online Relationships</li> </ul>	womb sperm egg conception fertilisation pregnancy sexual intercourse twins fostering	adoption relationship friendship love consent intimacy communication personal/private information internet safety

**Appendix C – 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			