

Stebbing Primary School

Relationships & Sex Education Policy

Created/updated	September 2024
Ratified by governors	November 2024
Due for review	September 2026

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSE policy also covers health education.

This RSE policy also supports legal requirements relating to the following:

- The Equality Act 2010.
- The Education Act 1996.
- Statutory guidance, Keeping Children Safe in Education

The following policies are also relevant to this Relationships and Health Education policy:

- Equal Opportunities
- Behaviour Management
- Statement of School Philosophy, Aims and Objectives
- Health and Safety
- Personal, Social and Health Education and Citizenship
- Child Protection/Safeguarding

RSE

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and a safe environment is created.

Aims

At Stebbing Primary School, we value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. We believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships and sex. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationships Education Guidance and the National Healthy School Standard Guidance.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Relationships and sex education is a continuing, developmental process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development. Relationships and sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- Accurate and age-appropriate information;
- The knowledge and understanding of a variety of relationships;
- The ability to identify any concerns they have about a relationship;
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;
- An awareness of the process of growing up and the changes they and others will experience;
- An understanding of the characteristics of positive relationships.
- Knowledge, skills and attitudes to prepare children for the next stage of education and adulthood.
- Positive and inclusive attitudes to everyone, particularly to those protected characteristics under the *Equality Act 2010*.

Roles and Responsibilities

The Relationships Education programme in our school will be led by the PSHE lead, supported by the senior leadership team.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by the PSHE lead and the Senior Leadership Team.

Governors

- To ensure the legal framework is followed.
- To consult with parents/carers on the determination of the school's relationships and sex education policy

- To implement the relationships and sex education policy through senior leaders.

Headteacher

- Overseeing the development and delivery of RSE.
- Providing staff with the opportunity to contribute to the development of RSE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Managing parents and carers who wish to withdraw a child from sex education.

Senior Leaders

- Leading the development and delivery of effective RSE.
- Keeping up-to-date with the development of RSE.
- Supporting colleagues as required.
- Monitoring and evaluating RSE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSE.

All Staff

- To understand and implement the policy of RSE.
- To teach RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

School Nurse/Health Service Specialists

- To give support throughout the school, when appropriate.
- To provide, where possible opportunities for separate lessons for Year 5 & Year 6 on certain aspects, as detailed later.

Curriculum Organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSE:

- RSE is taught as part of our wider PSHE programme.
- PSHE/RSE lessons are taught weekly.
- The length of the lessons will vary to ensure that children are provided with opportunities to explore topics and reflect on their learning. With that in mind, it is suggested that:
 - for KS1 – lessons should be around 30 - 45 minutes long;
 - for KS2 – lessons should be around 50 - 60 minutes long.

Teaching & Learning

RSE is delivered by class teachers in line with the teaching and learning policy. As the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.

- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum Content

Long Term Planning

The school has chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [PSHE Curriculum Overview](#).

Resources

The Kapow programme provides resources for each lesson for teachers to use accordingly. Teachers may select additional relevant resources carefully to enhance the lesson.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships

Right to Withdraw from Sex Education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation, the following content is deemed to be sex education:

- Year 6: Safety and the changing body, Lesson 5: Conception
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Parents wanting to withdraw their children are invited to speak to the head teacher, who will be able to discuss parents' specific concerns and to see whether it is possible to adjust the programme to enable children to take part in as much of the lesson as possible. The potential disadvantages of removing the child from these lessons will also be discussed, for example the possibility of children hearing inaccurate information from peers that cannot then be addressed by the class teacher. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the head teacher (*see Appendix B*). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. If parents wish to deliver lessons themselves at home then the school can help with resources to facilitate this.

Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

Monitoring and Evaluation

The headteacher and subject leader will be responsible for monitoring and evaluating RSE in line with other subjects which may include:

- Scrutiny of planning.

- Lesson monitoring.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Further Information

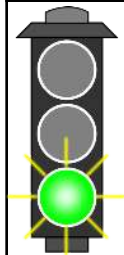
Useful Documents and Resources

- [Keeping children safe in education](#) (statutory guidance)
- [Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx](#)
- [The Equality Act 2010 and schools](#) Equality Act 2010 and schools
- [Special educational needs and disability code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental health and behaviour in schools - GOV.UK](#) (advice for schools)
- [Preventing and tackling bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (advice for schools)
- [Promoting fundamental British values as part of SMSC in schools - GOV](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [National Citizen Service-Guidance for Schools and Colleges](#)

APPENDIX A

Identifying the behaviour of children aged between 5-11 years

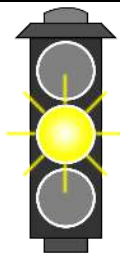
Teachers can use this traffic light system to help them in identifying if a behaviour is green, amber or red.



These are natural and expected behaviours.

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

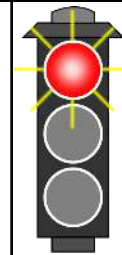
- Increased sense of privacy about their body.
- Body touching and holding own genitals
- Masturbation, usually with awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children.
- Curiosity about sex e.g. questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions using swear words, 'toilet' words or names for private parts.
- Use of mobile phones and internet in relationship with known peers.



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist.

They require a response from a protective adult, extra support and close monitoring.

- Self-masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury.
- Explicit talk, art or play of sexual nature
- Persistent questions about sex despite being answered.
- Persistent nudity and/or exposing private parts in presence of others
- Persistently watching or following others to look at or touch them
- Pulling other children's pants down or skirts up against their will
- Persistently mimicking sexual flirting behaviour too advanced for age with other children or adults
- Touching genitals/private parts of animals
- Covert/secret use of mobile phone and internet with known and unknown people which may include giving out identifying details
- Attempts to do any of the above in secret.



These are outside healthy and safe behaviours.

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. GP or social worker. As a first step, the 'Stop It Now!' a helpline is one place you could go for advice and guidance. Call 0808 1000 900

- Compulsive masturbation to the point of self harm or seeking an audience
- Disclosure of sexual abuse
- Persistent bullying involving sexual aggression
- Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Presence of a sexually transmitted infection
- Any sexual activity with animals
- Use of mobile phones and internet for sending or receiving sexual images.

APPENDIX B

Form for parents/carers to withdraw children from the Sex Education components of the RSE curriculum

Name of child:		Class:	
Name of parent:		Date:	
Reasons for withdrawal			
Parent signature:			

Agreed actions To be completed by the school	