

DRAYTON GREEN PRIMARY SCHOOL



Relationships and Sex Education (RSE) Policy

Approved by:	Awaiting approval from the Governing body
Last reviewed on:	June 2025
Next review due by:	June 2026

Definition of relationship and Sex Education

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE). This policy should be read in conjunction with our Safeguarding and Child Protection.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017.

RSE is not about the promotion of sexual activity.

Statutory requirements

From the Summer Term 2021, it was a legal requirement to provide relationship and health education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. Relationships and sex education are now statutory in all secondary schools in England. Relationships education is statutory in all primary schools. In line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education it is recommended that age-appropriate sex education is also taught in all primary schools. In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include: safety in forming and maintaining relationships, the characteristics of healthy relationships, and how relationships may affect physical and mental health and well-being.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2021) Children and Social Work Act (2017)

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

At Drayton Green Primary School, we teach Relationships Education as set out in this policy.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively”

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. RSHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

At Drayton Green Primary School, we aim to :

Develop confidence in talking, listening and thinking about feelings and relationships;

- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

Drayton Green Primary School believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support especially with particular aspects of the curriculum.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged. Some lessons for certain topics may be taught with boys and girls separately; however, wherever possible children will be taught in mixed classes for all topics.

Curriculum Content:

Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7)

- Who am I? Who is there to help me? What is a good friend?
- What things make us healthy and what things might harm our bodies?
- What is personal safety? How does being safe make me feel?

Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

- How do we make our relationships safe and fair?
- Why are respectful relationships important? What are the consequences of unhealthy and unfair relationships?
- How can I maintain healthy relationships?
- What things make us healthy and what things might harm our bodies?
- How are our physical health and mental health connected?
- What can I expect during puberty? How is my body preparing for adulthood?
- How do relationships change as we grow up?
- To understand the human life cycle from conception to old age
- To understand human reproduction (how a baby is made and how it grows)

The curriculum is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals. Parents will be informed of when lessons on puberty and human reproduction will take place and the resources and teaching materials to be used will be shared with parents. The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum Sex education is covered in year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE has three main elements:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of values, individual conscience and moral choices.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

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 the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.
- Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships

Assessment, Reporting and Recording Monitoring arrangements

Teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. The delivery of RSE is monitored by the senior staff through:

- Work scrutiny
- Lesson observations
- Regular key stage meetings
- Meeting with individual teachers delivering the programme
- Pupil Surveys

Equal opportunities

The provision of RSE complies with relevant requirements of The Equality Act 2010. All pupils aged three and above are entitled to RSE regardless of ability, gender, race, or religious belief. It is our intention for pupils to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age. Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

Safeguarding and Child protection

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidentiality as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy. The safeguarding and Child Protection procedure we follow at Drayton Green is outlined in our Safeguarding and Child Protection Policy which can be found on the school's website. This policy will be available to download from the school website. Paper copies are available on request from the school office.

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

L. Richter (Head of school) is the Designated Safeguarding Lead.

In her absence R. Arran and R. Stack are Deputy Designated Safeguarding leads

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons

Parents also cannot withdraw their children from the statutory National Science Curriculum.

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education

Requests for withdrawal from these lessons should be put in writing and addressed to the Head of School. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school.

By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are open, incorrect and unreliable and can expose children to information which is often not appropriate for their age.

Delivery and training:

Relationships Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships Education, parents will be informed.

Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE 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 that may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Our senior leadership team and PSHE coordinator monitor the implementation of Relationships Education, this monitoring can be done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

Relationships Education is assessed and evaluated by using the Ealing PSHE scheme of work.

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head of School may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSHE.

Confidentiality

Pupils and their families are entitled to confidentiality, but school staff have a duty to pass on confidential information if a pupil is at risk. Pastoral folders should be stored where they cannot be read by unauthorised persons. Under the Data Protection Act, parents have a right to see all notes, unless the content could jeopardise a child's safety. Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
Working together to safeguard children 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> 8.

Roles and responsibilities

The governing board

The governing board has delegated the approval of this policy to the teaching and learning committee

The Head of School

The Head of School is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way o Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Head of School.

All teaching staff, including cover teachers, can deliver Relationships Education lessons.

Pupils

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

Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programme at the start of each term, as part of information provided on what their children will be learning. The school aims to work in partnership with parents when planning and delivering relationship and sex education

The school will liaise with parents through

- RSHE workshops online shared on website
- Newsletters
- School website
- Curriculum books
- meetings and workshops

The school encourages parents to discuss Relationships Education with the Head of School, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents

This policy will be reviewed on an annual basis.