



# RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

Review Date: July 2026  
Agreed by Governors: July 2024

## Growing Great...

Respect, Compassion, Courage, Responsibility

### INTENT

**In line with our Curriculum Intent our curriculum encourages the development of the whole child. Through our school Core Values, we foster an environment where the academic, social, cultural, spiritual, moral, emotional and physical development of each child is equally valued.**

Everychild Partnership Trust has a responsibility to provide a general education about relationships, sex and health issues that is appropriate to the age and development of the pupils and their religious and cultural background.

Our aims, in line with our overall Curriculum Intent, are for all children to be able to talk about relationships and to be taught about the nature of secure relationships and their importance for family life. This is in line with the Department for Education (DfE) statutory guidance on Relationships education, relationships and sex education (RSE) and health education.

We have based our Relationship and Sex Education policy on the National Curriculum which states: *'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...'*

Our ultimate goal is for learners to be successful, confident individuals, who make a positive contribution to the community and society - both now and in the future.

Learners will show resilience when dealing with their emotions and would persevere to maintain positive relationships. They would be reflective about their choices, ensuring they are able to make informed decisions that show respect for themselves and for others.

### IMPLEMENTATION

1. We use a programme tailored to the age and the physical and emotional maturity of the children which has been approved by the PSHE association.
2. Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general. In addition, it is vital for pupils' comprehension that they understand the meanings of words. It is particularly important to induct pupils into the language which defines each subject in its own right, such as scientific language. (National Curriculum 2014)

3. Teachers intentionally select Learning & Life Skills 'I can' statements that will support better learning in the subject and can be developed/rehearsed through the subject learning that is planned.

#### **Provision:**

All children receive appropriate education on growth and development from their class teacher. We use a comprehensive scheme of learning recognised by the PSHE Association to ensure all aspects of relationship and sex education are taught progressively throughout the school. The scheme used is Teaching SRE with Confidence in Primary Schools. Consultation was held with parents in Parents' Forums before implementation. Minutes and an overview can be found on school websites.

See appendix – PSHE and SCIENCE COVERAGE for EYFS and Key stages 1 and 2

#### **Equal Opportunities and Special Needs**

As with all other areas of the curriculum, boys and girls learn together, although we separate when dealing with more sensitive issues. Some children may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

#### **Working with Families and Carers**

We are committed to working in partnership with parents and carers. Parents and carers with any concerns are always welcome to discuss them with the child's class teacher or with the Head Teacher. The schools are well aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our schools through mutual understanding, trust and co-operation.

Parents and carers have the right to withdraw their child from all or part of the sex education programme which does not form part of the National Curriculum requirements for science. If a parent or carer wishes their child to be withdrawn from relationship and sex education lessons, they should discuss this with the class teacher, and make it clear which aspects of the programme they do not wish their child to participate in.

**Relationships has been compulsory since September 2020 (see above), however if a request for withdrawal is made by a parent or carer:**

- We discuss the nature of the concerns with the child's parent or carer and if appropriate attempt to reassure them;

- We consider whether the programme can be amended or improved in a way that will reassure parents – care is taken not to undermine the integrity of the Relationship and Sex Education Programme and the entitlement of the other pupils;
- We attempt to ensure that where a pupil is withdrawn there is no disruption to the other parts of their education;
- Our responsibility is to educate and inform to mitigate the risk of misinformation from their peers as well as to safeguard.

### **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, e.g. the school nurse.

### **Confidentiality**

Teachers conduct relationship and 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 safeguarding matter. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In all circumstances concerning safeguarding or child protection we will follow our Child Protection and Safeguarding Policy; see separate policy for details.

### **LOOKING FOR IMPACT**

*The autonomous learner knows how to learn and has a disposition to do so. They can identify, on their own, and/or with others, a problem, analyse its components and then find the resources to solve it. They continuously question themselves and others as to whether they are employing the best methods. They can explain the process of learning and its outcomes to their peers and others.*

*They know when it is best to work alone, and when in a team, and know how to contribute to and gain from teamwork. They maintain curiosity, are resilient, reflective and are willing to take risks in their learning.*

Adapted from 'The Autonomous Learner' John West Burnham

### **The role of the SENIOR LEADERSHIP TEAM (SLT)**

It is the responsibility of the SLT to ensure that both staff and parents are informed about our Relationships, Sex and Health Education Policy and that the policy is implemented effectively. It is also the responsibility of the SLT to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## **The role of the SUBJECT CHAMPION**

The Subject Champion will liaise with external agencies regarding the school's Relationship, Sex and Health Education Programme (RSHE Programme), and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Subject Champion contributes in the monitoring of this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and review**

The Local Governing Body monitors our RSHE Policy on an annual basis. The appropriate members of the Local Governing Body will give serious consideration to any comments from parents about the RSHE Scheme of Work. Governors require the Headteacher to keep a written record of the RSHE scheme of work and an overview will be published for parents on the school website.

**PSHE and SCIENCE COVERAGE - Relationship and Sex Education Policy – Appendix**

Year	Science Objectives (NC)
EY	<p>Using Development Matters (Early Years Foundation stage) – assessed against Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> <li>• <b>Personal, Social and Emotional Development: Managing feelings and behaviour:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>• <b>Physical Development: Health and self-care:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> <li>• <b>Understanding the world: People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• <b>Understanding the world: The World:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>
1	<ul style="list-style-type: none"> <li>• <b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Notice that animals, including humans, have offspring which grow into adults</b></li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>
4	<ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</b></li> <li>• <b>Describe the life process of reproduction in some plants and animals</b></li> <li>• <b>Describe the changes as humans develop to old age</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• <b>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</b></li> </ul>

KS3	<ul style="list-style-type: none"> <li>• <b>Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</b></li> <li>• <b>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</b></li> </ul>
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Year	PSHE Objectives (Connected Curriculum Life and Learning Skills)
EY	<ul style="list-style-type: none"> <li>• I can look at those people around me speaking and listen quietly as they speak. (Learning with others)</li> <li>• I can look at people when I talk to them. (Learning with others)</li> <li>• I can, with support, keep my body clean. (Developing Independence and Responsibility)</li> <li>• I can, with help from an adult, dress myself. (Developing Independence and Responsibility)</li> <li>• I can articulate my words and speak in a voice which can be heard and understood. (Speaking and Listening)</li> <li>• I can take turns in a conversation with one other; listening and waiting to speak until they have finished. (Speaking and Listening)</li> </ul>
1&2	<ul style="list-style-type: none"> <li>• I can listen to others speaking and ask simple and appropriate questions. (Learning with others)</li> <li>• I know and use all of my classmates' names in a greeting and other social/work contexts. (Learning with others)</li> <li>• I can make simple decisions about who has access to my body. (Developing Independence and Responsibility)</li> <li>• I can decide when I need to wash to keep my body clean and hygienic. (Developing Independence and Responsibility)</li> <li>• I can dress myself and undress myself. (Developing Independence and Responsibility)</li> <li>• I can identify similarities and differences between people in my immediate environment and community. (Self-worth and understanding of others)</li> <li>• I can identify reasons why I call a group of peers, "friends". (Self-worth and understanding of others)</li> <li>• I can express a range of emotions and identify a range of feelings. (Self-worth and understanding of others)</li> <li>• I can identify what makes me feel safe and secure. (Self-worth and understanding of others)</li> <li>• I can show that I am aware of the listener when I am speaking by holding eye contact and by adjusting what I say. (Speaking and Listening)</li> <li>• I can listen carefully to the views of others and usually respond appropriately to show I have listened e.g. by making comments, asking questions. (Speaking and Listening)</li> <li>• I can show that I can take my turn when speaking in a larger group or with the whole class. (Speaking and Listening)</li> </ul>

3&4	<ul style="list-style-type: none"> <li>• I can use the right voice and the right words when I'm talking to my teacher and my classmates. (Learning with others)</li> <li>• I can interact with a selected group of classmates and seek support from them. (Learning with others)</li> <li>• I can dress and undress myself as appropriate. (Developing Independence and Responsibility)</li> <li>• I can make confident choices about who has access to my body and identify reasons for this. (Developing Independence and Responsibility)</li> <li>• I can manage making and changing friendships. (Self-worth and understanding of others)</li> <li>• I can begin to control my emotions. (Self-worth and understanding of others)</li> <li>• I can identify some of my basic rights, i.e. feeling safe, happy and secure. (Self-worth and understanding of others)</li> <li>• I can take an active part in discussions and talk about my ideas confidently to different groupings. (Speaking and Listening)</li> <li>• I can listen attentively to what others are saying in a discussion and respond with relevant comments, questions or actions. (Speaking and Listening)</li> </ul>
5&6	<ul style="list-style-type: none"> <li>• I can interact with a wide range of individuals in my class, asking for support and cooperation. (Learning with others)</li> <li>• I can describe some of the negative effects of drugs, alcohol, lack of exercise and unprotected sex. (Developing Independence and Responsibility)</li> <li>• I can describe the positive things about differences between people. (Self-worth and understanding of others)</li> <li>• I can identify ways of encouraging friendships. (Self-worth and understanding of others)</li> <li>• I can identify when to show emotion and when not. (Self-worth and understanding of others)</li> <li>• I can explain what my basic rights are; to be safe, happy and secure, and my responsibilities to others. (Self-worth and understanding of others)</li> <li>• I can adapt the way I speak to reflect the purpose and the audience. (Speaking and Listening)</li> <li>• I can listen with concentration in discussions, which allows me to question others' ideas and opinions responsively. (Speaking and Listening)</li> </ul>

PSHE Coverage: "Teaching SRE with Confidence in Primary Schools" – see school website for Scheme of Work by year group. (NB: Add schemes of work to website – by year group)