



## Relationships and Sex Education Policy

<b>Status</b>	Pending	<b>Approval</b>	Pending
<b>Review frequency</b>	Annually	<b>Author (role)</b>	Wellbeing Coordinator
<b>Date first written</b>	September 2020	<b>Date last approved</b>	23 October 2025
<b>Date of next review</b>	October 2026	<b>Date withdrawn</b>	N/A

### Statutory Requirements

The DfE have made relationships education and health education compulsory in all state funded primary schools: The Relationships Education, Relationships and Sex Education and Health Educations Regulations 2019. This is because *“today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in apposite way”* (Relationships education and RSE education, statutory guidance, P.4).

### Introduction

Pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships. High quality and age- appropriate relationships and sex education teaching will prepare pupils for the opportunities, responsibilities and experiences of adult life.

At Foxhills, RSHE has been comprehensively planned to teach children about the fundamental building blocks and characteristics of positive relationships (by focusing on friendships, family relationships and relationships with others).

Our overarching aim is that all our pupils will gain the knowledge and understanding to support their own and other’s well-being and help our young people to become successful and happy adults who make a meaningful contribution to society.

### Relationships Education

#### What is Relationships Education?

We teach Relationships Education in the context of the school’s values (CLEAR) through our PSHE and science curriculums.

Our 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.

Our teaching focuses on the characteristics of positive relationships with a focus on friendships, family relationships and relationships with other children and adults.

This begins with teaching our children about what a relationship is, what friendship is, what family means and who the people are that support children. We talk explicitly about the features of healthy relationships,

which at Foxhills include: respect, kindness, honesty, trust, consent, permission seeking and consent. These concepts are taught in age- appropriate ways and in ways that are accessible to all children. Accessibility is crucial because all children must acquire these skills and attributes, as they form the fundamental building blocks to support our children in developing into well rounded citizens, who are prepared for every stage of life's journey.

The principles of positive relationships also apply online and therefore our teaching addresses online safety and appropriate behaviour in a way that is relevant to pupil's lives. To ensure that our teaching is relevant, we have consulted with Parents to establish the ways their children engage with social media and the internet.

Teaching about families requires sensitive and well- judged knowledge of children and their circumstances. We have consulted with Parents to support us in understanding the structures in which our children live. This has supported us in teaching sensitively and inclusively, with respect to the backgrounds and beliefs of our children and their Parents. Knowing about our families has also supported us to avoid any stigmatisation of children, and promote the view that families take many forms, and ultimately, should provide a nurturing environment.

Our curriculum provides children with the knowledge and opportunities to form strong and positive relationships with others. Our learning values, which underpin our ethos, pedagogy and teaching methods, cultivate the character traits and attributes children need to support the facilitation of relationships. We have also consulted with Parents to develop ways of promoting social action and active citizenship activities.

Relationships education is the opportunity to teach our children about positive emotional and mental well-being, including the role of friendships in promoting strong mental health. At Foxhills, we teach children about their feelings and how to make sense of experiences that result in different emotions. We support children to identify what they enjoy doing and what makes them feel good, and the benefit this has on mental well-being. We provide opportunities for children to reflect on the impact their family and friends have on their wellbeing and what it feels like to be lonely or isolated. Children are taught the importance of discussing feelings with trusted adults and friends and the ways we can support each other.

Our curriculum teaches children the knowledge they need to recognise and report abuse of any kind. This is taught by supporting children to learn boundaries and respect, the meaning of consent and privacy, and the differences between safe and unsafe behaviours. Children at Foxhills know that adults listen to children and that they should report concerns and seek advice when they suspect or know something is wrong. At all times, we taught children about safe and sensible decisions and model that life involves choices.

## **Subject content: how it is taught?**

### **Autumn 1:**

When the children start their school year, to aid with transition and getting to know their new staff, peers and classroom we have started with the concept me and my relationships. Initially, this allows the child to think solely about themselves, for example the people that are special to them and their interests. As the children move through the school this concept starts to unpick their immediate environment before thinking about their feelings and those of others. They will acknowledge their own emotional needs and how and when to be assertive. Throughout this half term, the children will develop SMSC and recognise their individual liberty and own protected characteristics.

### **Autumn 2:**

Building on from Autumn 1, the children will start to think about others through the concept of valuing differences. Initially in the infant stages, they will recognise their similarities and differences between them and others. They will use this to build new relationships in a respectful manner. Throughout KS2, the children will develop this knowledge further by recognising different relationships and how to seek help when in a difficult relationship. In addition to this, they will think about how differences are portrayed through the

media in the way of stereotypes and prejudice. Throughout this half term, the children will develop their understanding of tolerance through the protected characteristics.

### **Spring 1**

Once secure about themselves and others, the children will think about keeping safe. They will initially think about themselves: mind and body. They will explore their right to give consent, when to do so and that it is okay to say no. As they move through the federation, the children will explore ideas of safety around the environment in which they live (water and rail close by), drugs including medication, alcohol, smoking and online. They will consider the social norms, the risks and effects this can have. In this half term, children will also cover the aspect of the law.

### **Spring 2**

In this half term, the children will develop their understanding of safety further. They will think about how to be respectful to others, property and the environment. They will begin to explore basic first aid and to be safe and secure around money. In addition to this, in KS2 they will develop awareness of democracy looking at their local council and councillors.

### **Summer 1**

In Summer 1, the children will think about being their best. They will recognise their own goals, aspirations and talents and those of others. They will discuss and learn how to keep themselves healthy throughout their diet and routines, for example sleep and exercise. The children will learn that by looking after themselves they are respecting themselves and their bodies.

### **Summer 2**

In this half term the children will be starting to transition to the next year group and will mature emotionally for their age as we decided to focus on growing and changing. They will revisit having resilience, tolerance and body safety through consent. As the children move through the school they will develop an understanding of how their body is changing and growing as well as the concept of sexual reproduction in humans including protection and the laws surrounding that. Throughout this concept, we will respect the wishes of parents and acknowledge their differences in SMSC beliefs.

Our curriculum is recursive so the most crucial content can be revisited regularly in order for it to be embedded into children's long-term memory.

Our teachers deliver our RSE curriculum and, where appropriate, the school will work with external organisations to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. The use of visitors will be used to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

### **Does a parent have the right to withdraw their child from Relationships Education?**

Parents do not have the right to withdraw their children from relationships education. This is a statutory curriculum set out by the DfE.

### **Sex Education**

#### **What is Sex Education in our school?**

We have based our school's relationship and sex education policy on the DfE guidance document: Relationships education, Relationships and Sex Education (RSE) and Health Education (2019) and Sex and Relationship Education Guidance (ref DfE 0116/2000). 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 sexual health'. Sex education is part of our CARES curriculum in our school. While we use sex education

to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

### **Why we believe high quality Sex Education is important**

- The evidence, as summarised here: [http://www.ncb.org.uk/media/494585/sef\\_doesRSEwork\\_2010.pdf](http://www.ncb.org.uk/media/494585/sef_doesRSEwork_2010.pdf) shows that comprehensive RSE delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based RSE and reductions in teenage pregnancy.
- Children are naturally curious about growing up, how their bodies work, and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.
- Sex and relationships education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.

### **Aims and objectives**

We teach children about:

- Using the correct names for parts of their bodies,
- Puberty and its effects on the body,
- 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,
- Relationship issues,
- Respect for the views of other people.

### **Context**

We teach sex education in the context of the school's aims and values (CLEAR). Specifically, we have broken down the Care value to create our CARES PSHE curriculum. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- It is part of a wider social, personal, spiritual and moral education process,
- Children should be taught to have respect for their own bodies,
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity,
- It is important to build positive relationships with others, involving trust and respect,
- Children need to learn the importance of self-control.

### **Organisation**

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in discrete blocks, we also teach some sex education through our project-led learning (for example, projects where science is a driving subject 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.

When teaching RSE in discrete blocks, 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.

In science lessons we follow the guidance material in the National Curriculum for science. We teach about life processes, and the main stages of the human life cycle, informing children about puberty and how a baby is born.

In Year 5 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. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born and made, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

We arrange a meeting for all parents and carers of children in Year 5 and 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

### **How are RSHE tasks designed?**

Crucially, RSHE tasks are designed to be entirely accessible for all children. Teachers plan lessons in sequences so that new knowledge builds on prior learning and can therefore strengthen an existing schema. Children are provided with engaging, real life situations to contextualise their learning and low-stakes tasks enable children to show what they know. The school uses SCARF (Coram Life Education) to supplement our curriculum, however, plans and resources are adapted to meet the requirements of our curriculum and all learning is entirely flexible based on any specific needs for any child, at any given time. Children are provided with opportunities across the curriculum to embed and apply knowledge gained through the RSHE curriculum as skills across a range of contexts.

### **What does RSHE look like across the curriculum?**

A high quality RSHE curriculum not only compliments a range of other subjects, such as; science, reading and PE, but it also facilitates children's learning across the whole curriculum. Children who do not develop confidence to try new things, perseverance and resilience when challenged are unable to learn from mistakes and make changes in their own learning to improve their outcomes. If children are unable to understand and follow rules and instructions, they are unable to take advantage of learning opportunities provided to them in all curriculum areas. Children who do not acquire the knowledge and skills required to recognise their emotions and ask for help, may experience barriers to concentrating thus inhibiting learning in any subject. For these reasons, children who do not develop proficiency within the RSHE curriculum are effectively disenfranchised.

### **Provision for SEND and Greater Depth content and organisation**

The teaching team at Foxhills is determined to ensure that our RSHE curriculum is entirely accessible for all children. We have consulted with all of our parents to identify any specific vulnerabilities amongst our children and to ascertain the level of experiences and understanding our pupils have. We have used this information to ensure that the content of our curriculum is non-discriminatory and bespoke provision can be provided for those pupils who require additional intervention or adaptations from planning to access the powerful knowledge.

At Foxhills typical barriers to accessing our RSHE curriculum include:

- Understanding the emotions of others
- Speech and language difficulties

- Lack of wider experiences outside of school

We aim to remove these barriers to learning by:

- Getting to know every child very well
- Creating a culture where we listen to all children and provide time and opportunities for children to talk
- Providing speech and language interventions
- ELSA support to equip children with emotional literacy
- Using stories
- Using pictures
- Using role-play opportunities
- Pre-teaching concepts to children

### **The role of parents**

The school is 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 co-operation. 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,
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary,
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

### **Parental Consultation**

We recognise, value and appreciate the role Parents have in the development of their child's understanding about relationships. We work closely with Parents in planning our curriculum content to ensure it is relevant, appropriate and serves our community well. Parents know what is being taught and when, as well as how it will be delivered. They understand how the curriculum has been organised and sequenced and we have worked together to establish an approach for answering questions about the content of our curriculum, or any questions related to sex.

All Parents have been provided with a copy of our curriculum which is also available via the school's website. Paper copies can be obtained on request. The curriculum map clearly sets out the order in which concepts will be taught with a clear rationale for why this, why now (see above). Parents are advised explicitly when certain aspects of keeping safe (sex, consent) is taught. The right to withdraw is explained to Parents fully

### **Do parents have the right to withdraw their child from Sex Education?**

Parents have the right to withdraw their child from Sex Education lessons, but only that which is not covered by the statutory elements of the science curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. This must be then put in writing and the child will be given alternative learning to those children who have been withdrawn.

This process is the same for children with SEND. However, there may be exceptional circumstances where the head teacher may want to take a child's specific needs arising from their SEND into account when making this decision.

### **Equality**

As a school, we are required to comply with the relevant requirements of the Equality Act 2010. Under this act, we 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.

The act allows us as a school to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. We constantly review and seek to understand the makeup of our pupil body to help as add in any additional support for pupils with a protected characteristic.

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and we take positive action to build a culture where these are not tolerated, and any occurrence is identified and tackled. Staff have an important role to play in modelling positive behaviours.

### **Children with Special Educational Needs and Disabilities (SEND)**

Our RSE is accessible for all pupils. Planning is monitored and reviewed to ensure that the needs of children with SEND are met. Our teaching is differentiated and personalised and we are mindful of preparing for adulthood outcomes, as set out in the SEND Code of Practice.

We are aware that some children may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We understand that RSE can be a particular important subject for some pupils; for example, those with Social, Emotional and Mental health needs or learning disabilities.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

We ensure that all of our teaching is sensitive and age appropriate in approach and content. If we consider it to be appropriate to teach our children about LGBT, we ensure that this is fully integrated into our curriculum rather than delivered as a stand-alone unit or lesson. As a school, we are free to determine how we do this, and the DFE expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

### **Child Protection / Confidentiality**

Teachers are made aware that effective sex and relationship education, can support pupils in understanding what is and what is not acceptable in a relationship. This education may result in pupils disclosing information of a safeguarding or child protection nature. In this instance, all staff would report their concerns in accordance with the school's safeguarding principles and the child protection policy. These documents reflect the statutory responsibilities of all school staff as set out in 'Keeping Children Safe in Education (2020) and 'Working Together to Safeguard Children (2018).

### **Dealing with Difficult Questions**

Parents and school staff have agreed on a strategy for answering questions some children may raise. It has been decided that Teachers will answer questions honestly, openly, and in ways that are appropriate to the age and developmental stage of the children they are working with. Knowing children as individuals is crucial in ensuring that provision meets the needs of all learners. In some cases, it may be necessary for children's questions to be answered on a one to one basis and this would be done in consultation with Parents.

### **Monitoring and Evaluation**

The delivery of RSE is monitored by the Well-being coordinator through planning monitoring, learning walks and pupil conferencing. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually by Andrew Shore (Headteacher). At every review, the policy will be approved by the school governors and teachers.

