



# Relationships and Sex Education (RSE), and Health Education Policy

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by **Staff**

In consultation with **Staff and Governors**

Responsible Committee **Teaching and Learning**

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Communication **Staff Shared Drive  
School Website**

# Statutory Guidance

This policy is in line with statutory guidance including the National Curriculum and in line with the new RSHE Curriculum.

## 1 Aims and objectives

1.1 We teach children about:

- the physical development of their bodies as they grow into adults
- 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
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people

## 2 Context

2.1 We teach sex education in the context of the school's aims and values framework. (See individual school Aims and Teaching and Learning Policy.) 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:

- sex education should be taught in the context of healthy relationships and family life
- sex education 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

## 3 Organisation and coverage

3.1 We teach RSHE through different aspects of the curriculum. The main sex education teaching forms part of our Science curriculum work. We also teach RSHE through other subject areas (for example, PSHCE (Lifeskills) and PE), where we feel that they contribute significantly to a child's knowledge and understanding of relationships and of his or her own body and how it is changing and developing.

3.2 Coverage by the end of KS2 is attached in the appendix.

3.3 Organisation / Provision SRE is mainly taught through our PSHE curriculum and where appropriate, our Science curriculum and Theme work. We also use the West Sussex "E4S" (Education for Safeguarding) curriculum to support our teaching of RSHE.

All pupils in Year 4 will be taught about menstruation.

All Pupils in Years 5 and 6 also receive stand-alone sex education sessions focused on changes, puberty, and the life processes of reproduction. In addition to this year 6 will explore issues around healthy relationships.

Across all Key Stages, pupils are supported with developing the following skills:

- Safety underpins all areas; who children might ask for help, warning signs, what to do when things go wrong
- Seeking help and support when required from trusted adults
- Physical and mental wellness
- Families
- Assertiveness
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Online safety
- Informed decision-making
- Recognising and maximising a healthy lifestyle
- Managing conflict

## **4 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 cooperation.

### **4.1 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
- share resources used in the teaching of sex education so that parents can support the learning at home
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- inform parents about the schools 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.

4.2 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **5 The role of other members of the community**

5.1 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. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call in include local clergy, social workers and youth workers.

## **6 Confidentiality**

6.1 Teachers conduct 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 matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection and Safeguarding Policy.)

## **7 The role of the Headteacher**

7.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are sufficiently knowledgeable, so that they can teach effectively and handle any difficult issues with sensitivity.

7.2 The Headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

7.3 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **8 Monitoring and review**

The Leadership Team will monitor all aspects of school life in order to determine whether this policy is being fully implemented by all staff. The Governing Body will monitor implementation of this policy through Headteacher and Chair of Governor meetings and policy committee reviews.

# Appendix

## By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans.
- Recognise similarities and differences between themselves and others.
- Treat others with sensitivity.
- Use appropriate vocabulary to discuss family relationships; e.b. love, car and sharing.
- Identify and share their feelings with others.
- Recognise safe and unsafe situations.
- Identify and be able to talk with someone they trust.
- Be aware that their feelings and actions have an impact on others.
- Make a friend, talk with them and share feelings.
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.
- Recognise signs of ill health.
- Know how to respond in an emergency situation.

Pupils will know and understand:

- That animals, including humans, grow and reproduce.
- That humans and animals can produce offspring and these grow into adults.
- The basic rules for keeping themselves safe and healthy.
- Know what it is to have physical and mental wellness.
- Know appropriate vocabulary associated with emotional literacy.
- About safe places to play and safe people to be with.
- the needs of babies and young people.
- Ways in which they are similar and different from others.
- That they have some control over their actions and bodies.
- The names of the main external parts of the body including names for sexual parts.
- Why families are special for caring and sharing.

Pupils will have considered:

- Why families are special.
- The similarities and differences between people.
- How their feelings and actions have an impact on other people.
- How families may vary from one to the next and some people may be present in one but not in another.
- How they can respect and embrace differences between families.

Online Safety:

- Screen time at home; how much time are they spending on their devices.
- How to report concerns.
- How information is stored and used.
- Where information has come.
- Why people are online in the virtual world and what this means for them and keeping safe.
- How to ask for help.

Pupils will have considered:

- The diversity of lifestyles.
- Others' points of view, including their parents' or carers.
- Why being different can provide bullying and why this is unacceptable.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.

## By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying.
- Listen to, and support others.
- Respect other people's viewpoints and beliefs.
- Recognise their changing emotions with friends and family and be able to express their feelings positively.
- Identify adults they can trust and who they can ask for help.
- Be self-confident in a wide range of new situations such as seeking new friends.
- Form opinions that they can articulate to a variety of audiences.
- Recognise their own worth and identify positive things about themselves.
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- See things from other people's viewpoints, for example, their parents and their carers.
- Discuss moral questions.
- Listen to and support their friends and manage friendship problems.
- Recognise and challenge stereotypes, for example, in relation to gender.
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction.
- About the main stages of the human life cycle.
- That safe routine can stop the spread of viruses including HIV.
- About the physical changes that take place at puberty, why they happen and how to manage them.
- The many relationships in which they are all involved.
- Know appropriate vocabulary associated with emotional literacy.
- Where individual families and groups can find help.
- How the media impact on forming attitudes.
- About keeping themselves safe when involved with risky activities.
- That their actions have consequences and are able to anticipate the results of them.
- About different forms of bullying people and the feelings of both bullies and victims.
- Why being different can provoke bullying and know why this is unacceptable.
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

- Understanding how families we meet today may include more than one different or same sex/gender parent but that all families are based on commitment, safety, sharing and protection.
- Know basic concepts of first aid (e.g. CPR, cuts, asthma, shock, head injuries, sprains).

Pupils will have considered:

- The diversity of lifestyles.
- Other's point of view, including their parents' or carers.
- When it is appropriate to take a risk and when to say no and seek help.
- The diversity of values and customs in the school and in the community.
- The need for trust and love in established relationships.
- How to maintain physical and mental wellness.
- How their feelings and actions have an impact on other people.
- Whether their feelings are proportionate in physical and mental wellness and how to recognise signs of ill-health including mental ill-health.
- How to make a clear efficient call to emergency services.
- Risks associated with a range of influences that may affect their health, (e.g. social networking, poor diet, poor sleep, screen time and an inactive lifestyle and mental ill-health).

Online Safety:

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principle applies to online relationships as face-to-face relationships, including the importance of respect for others online (even when we are anonymous).
- The rules and principles for keeping safe online, how to recognise risks, harmful content (including age restrictions) and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.
- How information and data is shared and used online.