

# **Sheringdale Primary School Relationships and Sex Education (RSE) Policy**



**SHERINGDALE**

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## 1. Introduction

From September 2020, Relationship Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘changing adolescent body’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. The policy should be made available to parents/carers on request and also available on the school’s website. It is the school governors’ responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“...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.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen here:

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_on\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_on_RSE_and_Health_Education.pdf)

**This became active from September 2020 and was last updated in September 2021.**

At Sheringdale, we teach RSE as set out in this policy.

## **2. Aims of the RSE policy**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **3. Policy Development**

This policy has been developed in consultation with staff, reviewed by the Headteacher and Governors, and shared with parents/carers.

## **4. Definition:**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **5. Compulsory aspects of Relationships, Sex and Health Education**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum.

The sex education contained in National Curriculum Science (Key Stages 1-4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line

safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach parts of the sex education that fall under National Curriculum Science which must be taught to all students of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2025) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Safeguarding/Child Protection Policy
- Special Needs Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- SMSC Policy
- RE Policy
- Health and Safety Policy

## **6. Objectives/ Pupil learning intentions:**

We teach RSE as part of the Jigsaw PSHE scheme. This supports the development of the skills, attitudes, values and behaviour, which enables pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships

- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens in their local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The scheme considers the age, developmental stage, needs and feelings of our pupils. If a pupil asks questions outside the scope of the policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We share all curriculum materials relating to RSE with parents and carers prior to its teaching.

## 7. Content and specific learning

The teaching of topics relating to RSE comes in Summer 2 under the topic '**Changing Me**'.

Please see topics, content and taught vocabulary for each year group outlined below:

	<u>Taught Vocabulary</u>	<u>Lesson Sequence:</u>
<b>Year 1</b> Ages 5-6	<b>changes, learn, new, lifecycle, baby, adulthood, growing up, mature, male, female, vagina, penis, testicles, vulva, anus, feelings, anxious, worried, excited, coping.</b>	<b>Lesson 1: Life cycles-</b> Of animals and humans.
		<b>Lesson 2: Changing Me-</b> What has changed and what has stayed the same?
		<b>Lesson 3: My Changing Body-</b> How has my body changed since I was a baby?
		<b>Lesson 4: Boys' and Girls' Bodies-</b> How are the body parts of girls and boys different? Which parts are private?
		<b>Lesson 5: Learning and Growing-</b> How do I change as I learn something new?
		<b>Lesson 6: Coping with Changes-</b> What changes have happened in my life?
<b>Year 2</b> Ages 6-7	<b>Change, grow, control, life cycle, old, young, change, respect, appearance, physical, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture,</b>	<b>Lesson 1: Life Cycles in Nature-</b> What changes are outside of my control?
		<b>Lesson 2: Growing from Young to Old-</b> The natural process of growing up. Who do I respect that is older than me?
		<b>Lesson 3: The Changing Me-</b> How has my body changed since I was a baby? Where am I on the continuum from young to old?

	cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable.	<p><b>Lesson 4: Boys' and Girls' Bodies-</b> What are the differences between the bodies of boys and girls?</p> <p><b>Lesson 5: Assertiveness-</b> Understand there are different types of touch and which make me feel comfortable or uncomfortable.</p> <p><b>Lesson 6: Looking ahead-</b> Identify what I'm looking forward to when I move to my next class. What changes will I make in my next year of school?</p>
Year 3 Ages 7-8	changes, birth, animals, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, change, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum, ova, womb, uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy.	<p><b>Lesson 1: How Babies Grow-</b> Understand the changes that happen between conception and growing up.</p> <p><b>Lesson 2: Babies-</b> Understand how babies grow and develop in the mother's uterus. What does a baby need to grow?</p> <p><b>Lesson 3: Outside Body Changes-</b> How do boys' and girls' bodies change on the outside as they grow up so that they can make babies?</p> <p><b>Lesson 4: Inside Body Changes-</b> How do boys' and girls' bodies change on the inside during the growing up process and why?</p> <p><b>Lesson 5: Family Stereotypes-</b> Recognise stereotypical ideas I might have about family and parenting roles.</p> <p><b>Lesson 6: Looking Ahead-</b> Identify what I am looking forward to when I move to my next class. What changes will I make next year and how?</p>
Year 4 Ages 8-9	personal, unique, characteristics, parents, sperm, egg, testicles, vagina, womb, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, range of emotions, control, change, acceptance, change, looking forward, excited, nervous, anxious, happy.	<p><b>Lesson 1: Unique Me-</b> Understand that some of my personal characteristics have come from my parents and that this happens because I am made from the joining of their egg and sperm.</p> <p><b>Lesson 2: Having a Baby-</b> label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p><b>Lesson 3: Girls and Puberty-</b> How does a girl's body change in order for her to be able to have babies when she is an adult? Menstruation is a natural part of this.</p> <p><b>Lesson 4: Circles of Change-</b> understand the circle of change and how I can apply it to my life.</p> <p><b>Lesson 5: Accepting Change-</b> Identify changes that have been and may continue to be out of my control that I have learnt to accept.</p>

		<b>Lesson 6: Looking Ahead-</b> Identify what I am looking forward to when I move to my next class. What changes will I make next year and how?
<b>Year 5</b> Ages 9-10	self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmations, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovaries, vagina, oestrogen, vulva, womb, sperm, semen, testicles, erection, ejaculation, wet dreams, larynx, facial hair, growth spurt, hormones, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, responsibilities, range of emotions, control, change, acceptance, change, looking forward, excited, nervous, anxious, happy.	<b>Lesson 1: Self-Image and Body Image-</b> Be aware of my own self-image and how my body image fits into that. How can I develop my own self-esteem?
		<b>Lesson 2: Puberty for Girls-</b> Understand how a girl's body changes during puberty. How can I look after myself physically and emotionally?
		<b>Lesson 3: Puberty for Boys-</b> How do boys' and girls' bodies change during puberty?
		<b>Lesson 4: Conception-</b> understand that sexual intercourse can lead to conception and that is how babies are usually made. Also understand that sometimes people need IVF to help them have a baby.
		<b>Lesson 5: Looking Ahead 1-</b> What am I looking forward to about becoming a teenager?
		<b>Lesson 6: Looking Ahead 2-</b> Identify what I am looking forward to when I move to my next class. What changes will I make next year and how?
<b>Year 6</b> Ages 10-11	self-esteem, self-image, real self, celebrity, opportunities, freedoms, responsibilities, puberty vocabulary, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dreams, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, vagina, womb, fallopian tube, vulva, attraction, relationship, pressure, love, sexting, self-esteem, negative body-talk, choice, feelings/emotions, challenge, mental health	<b>Lesson 1: My Self-Image-</b> Be aware of my own self-image and how my body image fits into that. How can I develop my own self-esteem?
		<b>Lesson 2: Puberty-</b> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.
		<b>Lesson 3: Conception to Birth-</b> Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
		<b>Lesson 4: Boyfriends and Girlfriends-</b> Understand how being physically attracted to someone changes the nature of the relationship.
		<b>Lesson 5: Real self and ideal self-</b> Be aware of the importance of a positive self-esteem and what I can do to develop it.
		<b>Lesson 6: The Year Ahead-</b> Identify what I am looking forward to and what worries me about going to secondary school. How can I emotionally prepare myself for challenges that I might face?

All areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **8. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **9. The role of the Headteacher and Governing Body**

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The school liaises with external agencies regarding the school RSE 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. The Headteacher monitors the policy and reports to governors, when requested, on the effectiveness of the policy.

## 10. Monitoring and Review

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, transgender and questioning (LGBTQ+). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department of Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.”* (DfE, 2019)

## 11. Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in the statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited to see the Headteacher and/or the PSHE lead in school who will explore any concerns and discuss any impact that withdrawal may have on a child.

Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to

parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

**Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

## **12. Working with parents and carers**

The government guidance on Relationships, Sex Education and Health Education (DfE,2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents/carers should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

## **13. Girl's understanding of sanitary products and disposal in school**

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

## **14. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during RSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a lesson closes. It is important to allow time and appropriate staffing for this to happen. If disclosures occur, the school's Child Protection and Safeguarding Policy is followed.

## **15. Monitoring and evaluation**

The PSHE co-ordinator will monitor the delivery of the curriculum through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Teachers must always be present during these sessions and remain responsible for the curriculum.

## **16. The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is

important that 'ground rules' are agreed and owned at the beginning of the year. (Ideally, teachers and children will devise their own 'charter' at the beginning of the year so that they have ownership of it.)

It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **17. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that are addressed that are likely to be sensitive and controversial because they have political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political and controversial issues are brought to a pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **18. Answering Difficult Questions and Sensitive Issues**

Staff members are aware that the views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions 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 Designated Safeguarding Lead (DSL) if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBTQ+ bullying is dealt with strongly yet sensitively.

### **19. Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the RSE programme. Parents and carers will be given the opportunity to find out about the RSE programme through:

- Information via email
- Information leaflets/displays
- Parent'/carers' evenings (to be arranged)
- Information on the website

### **20. Links to other policies and curriculum areas**

We recognise the clear link between RSE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Disability and equality action plan
- Safeguarding and Child Protection Policy

### **21. Training and support for staff**

Support for teaching and understanding RSE issues is incorporated in the staff INSET programme, drawing on staff expertise and a range of external agencies. Teachers are aware that they can ask questions to colleagues, the PSHE (including RSE) Lead and members of SLT if they are unsure about teaching any topics.

### **22. Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is delivered to the staff on the policy content. Copies are available from the school office on request from parents/carers.

### **23. Confidentiality and Child Protection/Safeguarding Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Policy Review**

Date of review: Summer 2025

Date of next review: Summer 2026