

Sheringdale Primary School Relationship and Sex Education (RSE) Policy



SHERINGDALE

Contents:

- 1. Aims**
- 2. Statutory requirements**
- 3. Policy development**
- 4. Definition**
- 5. Delivery of RSE**
- 6. Inclusivity**
- 7. Use of resources**
- 8. Objectives and learning intentions**
- 9. Content and specific learning**
- 10. Roles and responsibilities**
- 11. Withdrawal from RSE lessons**
- 12. Girl's understanding of sanitary products and disposal in school**
- 13. Monitoring and evaluation**
- 14. The Learning Environment**
- 15. Answering Difficult Questions and Sensitive Issues**
- 16. Involving parents and carers**
- 17. Confidentiality and Child Protection/Safeguarding Issues**
- 18. Dissemination**

1. 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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

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. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These 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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6. 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

7. Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. 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.

9. 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>
Year 1 Ages 5-6	adult, adulthood, anus, anxious, baby, change, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male,	Lesson 1: Life cycles- Of animals and humans.
		Lesson 2: Changing Me- What has changed and what has stayed the same?
		Lesson 3: My Changing Body- How has my body changed since I was a baby?

	nervous, penis, proud, testicles, vulva, worried.	<p>Lesson 4: Boys' and Girls' Bodies- How are the body parts of girls and boys different? Which parts are private?</p> <p>Lesson 5: Learning and Growing- How do I change as I learn something new?</p> <p>Lesson 6: Coping with Changes- What changes have happened in my life?</p>
Year 2 Ages 6-7	Adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, growing up, independent, life cycle, looking forward, male, nervous, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, toddler, touch, uncomfortable, vagina, vulva, young, assertive.	<p>Lesson 1: Life Cycles in Nature- What changes are outside of my control?</p> <p>Lesson 2: Growing from Young to Old- The natural process of growing up. Who do I respect that is older than me?</p> <p>Lesson 3: The Changing Me- How has my body changed since I was a baby? Where am I on the continuum from young to old?</p> <p>Lesson 4: Boys' and Girls' Bodies- What are the differences between the bodies of boys and girls?</p> <p>Lesson 5: Assertiveness- Understand there are different types of touch and which make me feel comfortable or uncomfortable.</p> <p>Lesson 6: Looking ahead- 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	Animals, babies, birth, breasts, care, challenge, change, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotype, task, testicles, vagina, womb, uterus, worries.	<p>Lesson 1: How Babies Grow- Understand the changes that happen between conception and growing up.</p> <p>Lesson 2: Outside Body Changes- How do boys' and girls' bodies change on the outside as they grow up so that they can make babies?</p> <p>Lesson 3: Inside Body Changes- How do boys' and girls' bodies change on the inside during the growing up process and why?</p> <p>Lesson 4: Keeping Ourselves Clean- How do we keep our bodies clean during puberty?</p> <p>Lesson 5: Family Stereotypes- Recognise stereotypical ideas I might have about family and parenting roles.</p> <p>Lesson 6: Looking Ahead- Identify what I am looking forward to when I move to my next class. What changes will I make next year and how?</p>

<p>Year 4 Ages 8-9</p>	<p>Acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period products, period, personality, proud, proportionate, puberty, reliable, support, tampons, trusted adult, trustworthy, unique, vagina, vulva, womb.</p>	<p>Lesson 1: Unique Me- 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>Lesson 2: Puberty and Menstruation- Describe how a girl's body changes in order for her to have babies when she is an adult.</p> <p>Lesson 3: Being Part of a Family- Understand that there are different types of families and that often family members form part of our inner circle.</p> <p>Lesson 4: Circles of Change- understand the circle of change and how I can apply it to my life.</p> <p>Lesson 5: Accepting Change- Identify changes that have been and may continue to be out of my control that I have learnt to accept.</p> <p>Lesson 6: Looking Ahead- Identify what I am looking forward to when I move to my next class. What changes will I make next year and how?</p>
<p>Year 5 Ages 9-10</p>	<p>aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, filter, growth spurt, influences, larynx, making love, manage, media, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health, mental wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, affirmation, anxious, hormone, hope, womb, uterus.</p>	<p>Lesson 1: Self-Image and Body Image- Be aware of my own self-image and how my body image fits into that. How can I develop my own self-esteem?</p> <p>Lesson 2: Puberty for Girls- Understand how a girl's body changes during puberty. How can I look after myself physically and emotionally?</p> <p>Lesson 3: Puberty for Boys- How do boys' and girls' bodies change during puberty?</p> <p>Lesson 4: Conception- 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.</p> <p>Lesson 5: Looking Ahead 1- What am I looking forward to about becoming a teenager?</p> <p>Lesson 6: Looking Ahead 2- 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 6 Ages 10-11	adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings, emotions, foetus, freedom, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries.	Lesson 1: My Self-Image- Be aware of my own self-image and how my body image fits into that. How can I develop my own self-esteem?
		Lesson 2: Puberty- Explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally.
		Lesson 3: Conception to Birth- Describe how a baby develops from conception through the nine months of pregnancy and how it is born.
		Lesson 4: Boyfriends and Girlfriends- Understand how being physically attracted to someone changes the nature of the relationship.
		Lesson 5: Real self and ideal self- Be aware of the importance of a positive self-esteem and what I can do to develop it.
		Lesson 6: The Year Ahead- 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.

10. Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

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

11. Withdrawal from RSE lessons

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the components of sex education within RSE.

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 before withdrawal is granted. 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 Health Education lessons covering the changing adolescent body (puberty).

12. 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.

13. 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.

14. 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. We do this by following the Jigsaw Learning Charter:



15. 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 RSE 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. When teaching about families, we will include same-sex parents/carers. We will teach pupils age-appropriate facts and the law about biological sex and gender reassignment. We will not use materials that oversimplify gender identity or perpetuate stereotypes.

16. 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 and taught content through:

- Information on the website
- Information via email
- Information upon request through parent meetings

17. Confidentiality and Child Protection/Safeguarding Issues

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.

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 outlined 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.

18. 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.

Policy Review

Date of review: Summer 2026

Date of next review: Summer 2027