

Relationship and Sex Education (RSE) Policy

(To be read in conjunction with the school policy on Safeguarding and Child Protection.)

1 Introduction

- 1.1 Our school's policy on relationship and sex education is based on the Department for Education guidance Relationship and Sex Education Guidance (DfE 0116 2000). We ensure that our policy meets the requirements set out in these regulations. Governors take seriously their responsibility to ensure pupils are protected from inappropriate teaching materials for children of their age.
- 1.2 In the DfE document relationship and sex education is defined as “learning about physical, moral and emotional development”. The guidance states, “It is about understanding the importance of family life, stable and loving relationships, respect, love and care.”
- 1.3 Relationship and sex education is part of the personal, social and health education (PSHE) curriculum in our school.

2 Aims and objectives

- 2.1 This policy sets out our school policy with regard to relationship and sex education so that all parents and carers are clear about our school's approach to this aspect of our educational provision. We are well aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.
- 2.2 As part of our curriculum for PSHE including relationship and sex matters we will teach children about:
 - the physical development of their bodies as they grow into adults;
 - emotional and physical changes during puberty
 - respect for their own bodies;
 - the importance of family life;
 - moral questions;
 - relationship issues;
 - commitment, trust and love in relationships
 - understanding of difference and diversity
 - respect for the views of other people.
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- 2.3 This policy sets out the statutory responsibilities for primary schools in this regard and what rights and responsibilities parents and carers have if they have any concerns regarding the approach taken by our school.

3 Context

3.1 We teach about relationships and sex in the context of the school's aims and values. We teach relationship and sex education on the understanding that:

- it is taught in the context of a loving relationship and family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect.

4 Curriculum organisation

4.1 We teach about relationships and sex through different aspects of the curriculum. While we carry out the main relationship and sex education in our personal, social and health education (PSHE) curriculum, we also do some relationship and sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE, we teach children about relationships, and we encourage them to discuss issues.

4.3 Relationship and sex education is a statutory part of the National Curriculum for science. During Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. During lower Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

5 The role of parents and carers

5.1 The school is well aware that the primary role in relationship and sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's relationship and sex education policy and practice;
- answer any questions that parents or carers may have about the relationship and sex education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for relationship and sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to relationship and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

5.2 Parents and carers have the right to withdraw their child from all or part of the relationship and sex education programme that we teach in our school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). If a parent wishes their child to be withdrawn from relationship and sex education lessons, they should discuss this with the principal, 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 and carers in this regard.

5.3 Parents and carers and been consulted about our SRE curriculum to ensure they are aware of its content and to ensure it meets the needs of our pupils.

6 The role of other members of the community

6.1 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 and relationship education programme.

7 Confidentiality

7.1 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 seems likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The principal will then deal with the matter in consultation with social service professionals (see also our policy on Child Protection).

8 The role of the principal

8.1 It is the responsibility of the principal to ensure that both staff and parents or carers are informed about our Relationship and Sex Education Policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training so that they can teach and handle any difficult issues with sensitivity.

8.2 The principal liaises with external agencies regarding the school relationship and sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within its framework.

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

9 Monitoring and review

9.1 The curriculum committee of the governing body monitors the impact of our sex and relationship policy on an annual basis. This committee reports its findings and recommendations to the governing body, as necessary, if the policy needs modification. The curriculum committee gives serious consideration to any comments from parents and carers about the sex and relationships education programme, and makes a record of all such comments. Governors require the principal to keep a written record, giving details of the content and delivery of the sex and relationship education programme.

9.2 This policy will be reviewed every three years or sooner if necessary.

Version	Date	Author	Notes on revision(s)	Date ratified by governors	Next review date
1	February 2019	C. Johnson	New policy written for adoption		
2	September 2021	Z. Russell	Policy amended to reflect current guidance.		September 2024
3	September 2024	Z. Russell	Policy amended to reflect current guidance.	17-10-2024	September 2027