

# Relationship and Sex Education policy

Gretton Primary School



<b>Approved by:</b>	Adam Sallis	<b>Date:</b> Autumn 2025
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## This policy sets out our school's approach to statutory Relationship and Health Education (RHE) and non-statutory Sex Education (RSE).

### 1. Rationale

Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge, and skills.

We want to encourage our pupils to develop self-respect, dignity, and an acceptance of responsibility. We recognise that education plays a vital role in forming the views of young people and we want our pupils to consider, in the widest sense, morality, personal relationships and parental duty. We want to help our children acquire the confidence and assertiveness to make appropriate decisions for themselves and to be sensitive to the needs of others.

### 2. Definitions

DfES guidance defined Relationship and Sex Education (RSE) as: 'lifelong learning about physical, moral and emotional development; love and care; and about the teaching of sex, sexuality and sexual health' (DfES 0116/2000). Gretton school's Relationships and Sex Education policy is based on the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Department for Education guidance states that from September 2020, it is mandatory that all primary schools must teach Relationship and Health Education. The teaching of Sex Education in primary schools remains **non- statutory**, with the exception of the elements of sex education contained in the Science National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore 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"<sup>1</sup> Personal, Social, Health and Economic education.*

The term "Relationship and Sex Education – RSE" – is used in this policy rather than "sex education". This is to stress that our approach, in line with recent recommendations, goes beyond provision of biological information to also focus on developing self-esteem, clarifying attitudes and values and developing the skills to manage relationships. The subject will be taught under the umbrellas of the Science Curriculum, and the PSHE Curriculum. As these are both National Curriculum subjects, there is no right to withdraw. All children will be taught RHE (Relationship and Health Education) at Gretton.

RSE will be taught to children, following County guidance, in Y6, as they prepare for Secondary school transition – and adolescence. In normal circumstances, parents have a right to view the material and resources before they are used and have a right to withdraw their child from these sessions if they deem them inappropriate for their child.

### 3. Aim

The aim of RHE is to help and support pupils through their physical, emotional and moral development. This policy is integral to the PSHE framework and will help pupils to understand themselves, respect others and form and sustain healthy relationships. In providing children with an understanding of healthy and respectful relationships and

appropriate boundaries, we consider effective RHE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

#### **4. Objectives**

Based on the above definition, the objectives of RHE at Gretton are:

- to enable our pupils to better understand the nature of human relationships
- to enable pupils to see the importance of stable loving relationships for the bringing up of children
- To prepare pupils for the changes that occur to their bodies, minds and emotions as they move from childhood through adolescence into adulthood.

#### **5. Strategies and procedures**

##### **5.1 Dealing with sensitive issues**

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, Unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

Examples of these are detailed below:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Questions on aspects of sexuality not normally covered in the RSE curriculum will be answered factually in an age appropriate way.

##### **5.2 Confidentiality**

School staff cannot offer or guarantee absolute confidentiality if approached by a pupil. Staff must make this clear to pupils, outlining that the information they receive may need to be shared with a third party. Safeguarding procedures must be followed when any disclosures are made or following concerns that a child may be at risk of abuse. These procedures are outlined clearly in the school's Safeguarding Policy.

##### **5.3 A balanced RHE programme – Delivered through the SCARF (Coram Life Education) programme.**

Effective Relationships & Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Gretton we use the SCARF Scheme of Work for PSHE. We feel this scheme fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

##### ***Attitudes and values***

- learning the importance of values and individual conscience and moral consideration
- learning the value of family life, marriage and stable and loving relationships for the nurture of children
- learning the value of respect, love and care

- exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making.

### ***Personal and social skills***

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of the choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

### ***Knowledge and understanding***

- learning and understanding physical development at appropriate stages
- understanding human sexuality, sexual health, emotions and relationships

## **6. Roles**

### **6.1 The Governing body**

The governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

### **6.2. The Headteacher**

The Headteacher is responsible for ensuring that RHE and RSE are taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **6.3 RHE Co-ordinator**

The RHE Co-ordinator is the PSHE Subject Co-ordinator. The RHE Co-ordinator is responsible for ensuring that RHE occurs in the school's curriculum according to the schemes of work for Science and PSHE. The RHE co-ordinator also co-ordinates and monitors the delivery of the RHE programme, including the teaching and learning styles used and the use of teaching materials/resources.

### **6.4 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive manner – see section 5.1
- Modelling positive attitudes to RHE
- Monitoring progress and understanding of content taught
- Responding to needs of individuals.
- Responding appropriately to pupils whose parents wish them to be removed from the non-Science components of RSE.

### **6.5 Pupils**

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

### **6.6 Role of Parents**

Our school seeks to work in partnership with parents to provide effective RHE. Parents need to know that the school's RHE programme will complement and support their role as parents and that they can be actively involved in the determination of the school's RSE policy.

We are aware that some parents find it difficult to discuss their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents

- by making our commitment to RHE clear in relevant policies;
- by placing RHE on the agenda at relevant Governors' meetings;
- By inviting parents to view teaching materials and resources and explaining their use.

Parents have the right to withdraw their children from RSE lessons that fall outside the statutory requirements of the National Curriculum Science programme. Following discussion with the class teacher, parents should put their concerns in writing to the Headteacher who will then invite the parents to a meeting to explain what the school policy is and seek to accommodate the wishes/concerns of the parents. If the parents still wish to withdraw their children from non-statutory RSE lessons, alternative arrangements will be made, where suitable work and supervision will be provided.

See Appendix 2. Appendix 3. Letter to parents to inform RSE sessions.

## **7. Guidance on teaching**

### **7.1 Aim**

See Paragraph 3.

### **7.2 Content and curriculum planning**

The content of the school's RHE programme is based on the National Curriculum Science programme and 'Relationship and Sex Education (RSE) for the 21st century' produced by the PSHE Association, Brook and Sex Education Forum (**Feb 2014**) and delivered through the SCARF, (Coram Life Education) and supported by the "Gloucestershire Healthy Living and Learning" resource pack for the non-statutory RSE sessions in Y6.

As already outlined, the RSE programme is delivered as part of the whole school's approach to PSHE. Other aspects are taught through Science and other curriculum areas. All teachers are involved in the school's RHE provision. All teachers also play an important pastoral role by offering support to pupils. Non-teaching staff may also be involved in a supportive role in some RHE lessons and also play an important, informal pastoral support role with pupils. Visitors may also make a valuable contribution to RHE. It is, however, the teacher's responsibility to plan the lesson content.

### **7.3 Teaching and learning approaches**

Effective RHE should encourage the active participation and learning of pupil's and use a variety of teaching approaches. We, therefore, use a range of teaching/learning methods and resources including;

- small group discussion
- quizzes/structured games
- video
- distancing techniques, such as role play and case studies

Teachers will also use other teaching methods to enable pupils to learn about RHE which are age appropriate, taking into account the developmental and learning needs of individual pupils. Parents are welcome to discuss with teachers their approach to RHE and the methods of teaching and learning to be used. They are also welcome to view materials and resources and borrow them from school to support their children's learning at home.

## **8. Special Educational Needs and Learning Differences.**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RHE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

## **9. Links**

Our RSE policy links with other relevant school policies including Behaviour and Discipline, Anti-Bullying, Safeguarding, E-Safety, Equal Opportunities and Inclusion and that the policy is firmly embedded within the Personal, Social and Health Education (PSHE) policy.

## **10. Review period and date of next review**

Last reviewed summer 2022. The next review will be in January 2025 or sooner if required.

## **Appendix 1: Learning outcomes**

The following statements reflect what is taught across the Key Stages.

### **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 and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with somebody 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

#### **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
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like 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 agreed 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

### **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 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 carers
- discuss moral questions
- listen to, 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 process common to humans and other animals include growth and reproduction\*
- about the main stages of the human life cycle
- that safe routines 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 involved
- where individual families and groups can find help
- how the media impacts on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people 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

**Pupils will have considered:**

- the diversity of lifestyles
- others' points of view, including their parents or carers
- why being different can provoke 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

**Sensitive Issues**

**a) Puberty**

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RHE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

**b) Contraception**

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask

direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

#### **c) Abortion**

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally in a non-judgemental way on an individual basis, rather than in a whole class discussion.

#### **d) Sexually Transmitted Infections (STIs) and HIV/AIDS**

We will not teach directly about STIs, however we will respond sensitively to questions posed by children. Teachers will use their professional judgement and guidance available to ensure their responses are factually correct and appropriate to the age of the child. Teachers will also acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

#### **e) Gender Identity and Sexual Orientation**

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions in a non-judgemental way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

## **Appendix 2.**

### **THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL**

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE Curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- ☑ Inform parents about the school's RSE policy and practice;
- ☑ Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- ☑ Answer any questions that parents may have about RSE for their child;
- ☑ Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all **non-statutory** sex education other than that which is part of the National Curriculum for Science.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE co-ordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled sensitively. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.