



Relationships and Sex Education Policy

Seaton Primary School

Proud of who we are

At Seaton Primary, together we nurture an inclusive, child-centred school experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next steps and beyond. We embrace the richness of our local environment and community to inspire, empower and create a sense of belonging. We are proud of who we are and what we achieve together.

This policy should be read in conjunction with:

- PSHE policy
- Mental health and emotional wellbeing policy

Legislation/statutory guidelines

We are required to teach relationships education as part of the statutory guidelines. Current regulations and guidance from the Department for Education state that 'the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

DfE legislation that informs this policy is:

- [DfEE 0116/2000 Sex and Relationship Education Guidance](#)
- [DfE June 2019 Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - Statutory guidance.](#)

Other documents that inform the policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Definition of RSE

RSE definition

We define RSE (within PSHE education) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. Knowledge and Understanding including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
2. Personal and Social Skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

Rationale of RSE education

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Seaton Primary School considers Relationships and Sex Education (RSE) as an integral part of the Personal, Social and Health Education (PSHE) and recognises the strong links with the Science curriculum.

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools’ safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils’ wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is matched to the pupils’ level of maturity.

The objective of RSE is to help and support young people through their physical, emotional and moral development and to educate children to respect themselves and others to ensure they can transition, with confidence, from childhood through adolescence and into adulthood. We see RSE as a lifelong learning journey where you acquire information, develop self-confidence and form a positive understanding with regards to relationships and emotions. We believe RSE is important for our pupils and our school because it can make a significant contribution to the development of the personal skills needed by pupils. It also enables young people to make responsible and informed decisions about their health and well-being. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of puberty. It is not about the promotion of sexual orientation or sexual activity.

Government guidance states that Relationship Education and Health Education will be mandatory in all primary schools in England from summer 2021. Health Education and Mental Wellbeing includes teaching about puberty, the changing adolescent body, and the menstrual cycle.

Relationships Education, Health Education and the Science curriculum work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Teaching within Physical Education and Computing will also support children to receive the statutory strands of PSHE.

Aims and Outcomes

It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

It is our aim to provide children with the confidence and knowledge to live in the modern world with informed and moral values. We believe that Relationships and Sex Education in our School will be developmental and a foundation for further work in the secondary school.

In line with the DfE document Sex and Relationship Education Guidance (2000) our RSE teaching will:

- promote the spiritual, moral, cultural, mental and physical development of pupils
- prepare pupils for opportunities, responsibilities and experiences of adult life.

Our RSE teaching aims to help children understand such concepts as growing and changing, the life cycle, puberty and reproduction. Through this our children will be helped to understand their bodies, how they are growing and changing and how they will change in the future. It is also about emotions, relationships, responsibilities and how we care for each other. We aim to enhance the social and emotional development of the children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The Relationships and Sex Education programme will reflect the School vision, ethos, modelling and encouraging school values:

- Be respectful
- Be kind
- Be truthful
- Be responsible
- Be the best you can be

We want to:

- complement and support the role of parents/carers
- keep parents/carers well informed of policy and policy changes

Curriculum Organisation

Teachers will use the Christopher Winter Project (CWP) scheme of work Teaching RSE with Confidence in Primary Schools to provide information which is easy to understand, relevant and appropriate to the age and maturity of pupils. This programme will encourage pupils to develop the skills of empathy and to talk about feelings and relationships as well as the exploration and clarification of values and attitudes.

Using a spiral curriculum, the CWP scheme of work comprises three lessons for each year group with a fourth lesson in Year 6 on internet safety and communication within relationships. Teachers will deal factually, honestly and clearly with the children's questions about physical differences between the sexes and about human reproduction, as these questions arise. In Reception we will focus on daily routines, keeping clean and families. From Year 1 pupils will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. From Year 4 they will begin to consider puberty and learn to recognise unsafe and risky situation and how and where to ask for help.

Teaching and Learning

All teachers will be involved in the delivery of our RSE education. The content of the Christopher Winter Project encompasses the following considerations:

- physical development
- emotional development
- social development
- self esteem
- family relationships
- relationships with friends
- human reproduction and genetic inheritance
- child development
- gender roles and stereotyping
- practical skills – decision making, listening etc

We believe that these areas are appropriate to the needs of our children.

We aim to ensure that RSE is information based but will also include the exploring of feelings, attitudes and values whilst developing communication skills. The learning intentions will be as follows.

EYFS

Lesson 1 - To consider the routines and patterns of a typical day

Lesson 2 - To understand why hygiene is important

Lesson 3 - To recognise that all families are different

Year 1

Lesson 1 - To understand some basic hygiene principles

Lesson 2 - To introduce the concept of growing and changing

Lesson 3 - To explore different types of families and who to ask for help

Year 2

Lesson 1 - To introduce the concept of male and female and gender stereotypes and to identify differences between males and females

Lesson 2 - To explore some of the differences between males and females and to understand how this is part of the lifecycle

Lesson 3 - To focus on sexual difference and name body parts

Year 3

Lesson 1 - To explore the differences between males and females and to name the body parts Lesson 2 - To consider touch and to know that a person has the right to say what they like and dislike

Lesson 3 - To explore different types of families and who to go to for help and support

Year 4

Lesson 1 - To explore the human lifecycle

Lesson 2 - To identify some basic facts about puberty Lesson 3 - To explore how puberty is linked to reproduction

Year 5

Lesson 1 - To explore the emotional and physical changes occurring in puberty Lesson 2 - To understand male and female puberty changes in more detail Lesson 3 - To explore the impact of puberty on the body & the importance of hygiene

Year 6

Lesson 1 - To consider puberty and reproduction

Lesson 2 - Consider physical & emotional behaviour in relationships

Lesson 3 - To explore the process of conception and pregnancy

Lesson 4 - To explore positive and negative ways of communicating in a relationship

RSE will be taught in an environment where all pupils feel safe and able to ask and answer questions. Ground rules, which are agreed by both teachers and pupils, are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. This allows children to raise questions anonymously and to ensure teachers have time to seek support on how to answer difficult questions if needed. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs either by referring them to their

parents or having a quiet word after the lesson. All staff teaching RSE will be supported by the PSHE coordinator, the PSHE association, the CWP programme and the Jigsaw PSHE scheme.

Equal Opportunities

In implementing our programme the school recognises that all pupils, irrespective of gender, race or ability are entitled to take part in the activities planned, unless parents and carers have chosen to withdraw their child from an aspect of the RSE programme. All pupils have a right to have their questions answered honestly in the context of their own level of understanding.

Confidentiality and Child Protection

Teachers will be aware that effective relationships and sex education brings an understanding of what is and is not acceptable in a relationship and that this may lead to a disclosure of a child protection issue. The staff member will follow the school's safeguarding policy, informing the Designated Safeguarding Lead or any of the other Deputy Designated Safeguarding Leads.

Working with parents

The school is well aware that the primary role in children's sex education lies with parents/carers. We wish to build a positive and supporting relationship with parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school sex education policy and practice
- Invite parents to see any relevant images, videos and other resources that will be shown to the children
- Answer any questions parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school

It is statutory for all children to participate in Relationships Education, Health Education and Science. Parents and carers have the right to excuse their child from RSE lessons that are outside of the statutory National Curriculum and they will be contacted before their child receives these lessons in UKS2. If a parent wishes to excuse their child, the Headteacher and PSHE lead will be in contact to ensure the parent can make an informed decision.

Monitoring and Evaluation

Teachers will carry out initial assessments to find out what children know and understand prior to teaching a lesson. This is particularly relevant in Year 5 and 6, where some children will have already started puberty and may therefore need more targeted information to address specific issues.

Where appropriate, evidence of RSE will be recorded by the children in Learning Journals.

The policy will be formally reviewed every three years, unless further legislation or guidelines initiate a more immediate response. Reviews will involve consultation with parents, governors, staff and children.

Policy updated: November 2022

Policy ratified: November 2022

Policy due for renewal: November 2025