



## RELATIONSHIPS & SEX EDUCATION POLICY 2025

**Policy Originator:** Headteacher

**Status:** Statutory

**Review Period:** Annually

**Date:** July 2025

**Next review date:** July 2026

All schools are required to have a Relationships and Sex (RSE) Policy. We teach sex education in the context of the school's aims, vision and values, and at an appropriate level for the age and stage our children.

The core purpose of RSE is to help adults who work with pupils within the school environment, to support their physical, emotional, moral and spiritual development by teaching clear facts, and to develop skills, positive attitudes and values. This policy is in line with the government regulations and statutory guidance on Relationships and Sex Education (Published February 2019) and has been written with the involvement of school staff, parents & carers and members of the Governing Body.

At Shalford we aspire to help every child develop as a whole person and we believe that effective RSE can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables children to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

The term sex education refers to the teaching of information relating to growth and development, personal relationships, personal rights and responsibilities as well as reproduction. It is always taught taking full account of the age and maturity of the children. Relationships Education is compulsory in all primary schools in England and Health Education is compulsory in all state-funded schools. However, Sex Education is not compulsory in primary schools.

The RSE programme is integrated within the Science, PSHE (Personal, Social, Health Education) and Values curriculum within the school.

## AIMS

There are three main elements within the aims:

- **Attitudes and values**  
Learning the value of respect, love and care  
Learning the value of stable and loving relationships, family life for the nurture of children
- **Personal and social skills**  
Developing self-respect, empathy for others and an appreciation of the differences between people  
Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy  
Developing an ability to articulate feelings and emotions
- **Knowledge and understanding**  
To learn the basic differences between male and female body parts  
To understand that all things reproduce  
To learn how living things change as they grow  
Enable children to recognise unsafe situations and be able to protect themselves and ask for help and support  
Help children to understand the consequences of their actions and behave responsibly within relationships

## Morals and Values

The Morals and Values Framework Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. The RSE programme at Shalford reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## RSE IN THE CURRICULUM

YEAR	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	UNDERSTANDING THE WORLD	COMMUNICATION & LANGUAGE
<p><b>Yr N &amp; R Acorn &amp; Oak</b></p>	<p>Activities planned within the EYFS curriculum will enable the children to develop positive social relationships with others, understand how to take care of themselves and recognise and manage their emotions.</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• the importance of nurture and care to ensure healthy growth and development</li> <li>• the role of adults – parents, carers and family support (in the widest sense) in developing a caring community and how they can contribute to the community</li> <li>• the body parts and know which parts should be private</li> <li>• the difference between appropriate and inappropriate touch</li> <li>• who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe.</li> </ul>	<p>Activities planned within the EYFS curriculum will enable the children to learn about the growth and development of animals and plants.</p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• similarities and differences in relation to places, objects, materials and living things</li> <li>• children will talk about the features of their own environment and how environments may differ from one another</li> <li>• they will make observations of animals and plants, explain why some things occur and talk about changes</li> </ul>	<p>Activities planned within the EYFS curriculum will enable the children to learn the following:</p> <ul style="list-style-type: none"> <li>• how to communicate their ideas to others</li> <li>• listen carefully to others</li> <li>• develop reasoning and problem solving</li> <li>• explore and develop ideas through role play and first-hand experiences</li> </ul>

	SCIENCE	PSHE
Yr 1 Ash	<p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</li> </ul> <p><b>Animals including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how the children have developed physically and educationally</li> <li>• Express feelings and emotions through discussion with peers and adults</li> <li>• Talk about their own families</li> <li>• Discuss different family set ups and the family</li> <li>• Demonstrate strategies to deal with jealousy and anger toward siblings</li> <li>• Learn how to be safe with strangers</li> <li>• Name body parts and know which parts should be private</li> <li>• Learn the difference between appropriate and inappropriate touch</li> <li>• Understand that they have the right to say 'no' to unwanted touch</li> <li>• Know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe.</li> </ul>

	<b>SCIENCE</b>	<b>PSHE</b>
<b>Yr 2 Pine</b>	<p><b>All living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• Name the external parts of the body including the sexual organs, using the correct terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the responsibilities of raising and caring for children</li> <li>• Express feelings and emotions through discussion with peers and adults</li> <li>• Demonstrate strategies to deal with jealousy and anger toward siblings</li> <li>• Learn how to deal with tension in family relationships with friends and family</li> <li>• Learn how to be safe with strangers</li> <li>• Name body parts and know which parts should be private</li> <li>• Learn the difference between appropriate and inappropriate touch</li> <li>• Understand that they have the right to say ‘no’ to unwanted touch</li> <li>• Know who to talk to if they are worried or if someone has done something or spoken to them in a way that makes them feel uncomfortable or unsafe.</li> </ul>

## **The Role of the Teacher**

Relationships and Sex education is covered mainly through topic work relating to growing and changing, and their own feelings. When questions arise they are dealt with immediately and naturally in a way that is suitable for children. We teach children about the life processes of animals, including humans, and that they move, feed, grow and reproduce. We also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. They will learn that there are different types of relationships and that not all family models will be the same. They learn about acceptance and respect, alongside challenging prejudicial language and stereotypes.

We will answer pupils' questions honestly and sensitively, referring the child to parents where appropriate.

Personal, Social and Health Education and Citizenship (PSHEC) may deal with aspects of Relationship and Sex Education in a discrete manner or as part of another activity e.g. Circle Time.

## **The Role of Parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- inform parents about the school's Relationships and Sex Education policy and practice through, for example, newsletters and the web site
- answer any questions that parents may have about the relationship education and sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school

Withdrawal Parents/Carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the class teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

## **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity, faith and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school. Care is particularly taken to ensure that we do not promote positive gender stereotypes.

## **Pastoral support for pupils**

Children can approach any member of teaching staff to discuss sex and relationship issues with them. 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 Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSL. 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.

### **Answering Difficult Questions**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have 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 DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer.

### **Monitoring and review**

The Local Governing Body monitors our Relationship & Sex Education policy.

***This policy should be read alongside all school policies but relates especially to the following policies and documents: -***

*Learning and Teaching Policy*

*The Home School Agreement*

*Equalities Policy*

*Health & Safety Policy*

*Special Educational Needs and Disability Policy*

*Drugs & Alcohol Policy*

*Behaviour & Anti Bullying Policy*

*Child Protection and Safeguarding Policy*