



Relationships and Sex Education Policy

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1. Aims

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. Effective RSE is essential if young people are to make responsible and informed decisions about their lives. By firmly embedding our programme in Personal, Social and Health Education (PSHE), we aim to help young people make the right choices through learning to respect themselves and others, understand human sexuality and move with confidence from childhood through to adolescence and adulthood.

The aims of Relationships and Sex Education (RSE) at Harlands are to:

- provide a framework in which sensitive discussions can take place
- help pupils develop feelings of self-respect, confidence and empathy
- encourage the appreciation of the values of stable family life, the wider community and the responsibilities of parenthood and living in society
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- create a positive culture around issues of sexuality and relationships
- provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- combat exploitation
- teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

From Summer Term 2021, it became a statutory requirement for primary schools to teach Relationships Education to all pupils, as per section 34 of the [Children and Social Work Act 2017](#).

The teaching of Sex Education in primary schools is non-statutory, with the exception of elements of Sex Education contained within the science curriculum – this includes: knowledge of the main external body parts, the changes as humans develop to old age and reproduction in some plants and animals.

At Harlands, we have historically taught Sex Education and feel that it is appropriate to continue to do so to meet the needs of our pupils.

At Harlands, we teach Relationships and Sex Education as outlined in this policy; this has been written in accordance with the statutory guidance document [Relationships Education \(Primary\)](#) as published by the Department for Education (DfE).

3. Definition

Within this policy, as in the Department for Education (DfE) guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and adults, including online.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle as set out in the National Curriculum for science.

Relationships and Sex Education is not about the encouragement of sexual activity.

4. Curriculum

Relationships and Sex Education is taught within our Personal, Social and Health Education (PSHE) curriculum using the Jigsaw scheme of learning – see 'A Guide for Parents/Carers' for more information.

Jigsaw brings together PSHE, emotional literacy, social skills, mindfulness and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw has been designed as a whole school approach, with all year groups working on the same theme at the same time using age-appropriate resources. The RSE curriculum is taught in the Summer Term starting with the 'Relationships' unit and followed by 'Changing Me'.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships (see Appendix 3), including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include heterosexual couples (married or unmarried), step-parents, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

Non-statutory Sex Education is taught in Years 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a female and part comes from a male, and that in most animals, including humans, the baby grows inside the female
- that when a sperm and egg meet, this is called conception and that conception usually occurs as a result of sexual intercourse
- how a baby develops in the womb and how babies are born

As a school, we believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal, physical and social development as they grow into young adults. As is legally prescribed, parents/carers have a right to withdraw their child from these non-statutory RSE lessons.

For more information about our RSE curriculum, see Appendices 1 – 3.

5. Delivery of the Curriculum

Our Relationships and Sex Education (RSE) curriculum is delivered in an age-appropriate and sensitive manner, tailored to the physical and emotional maturity of our pupils. Typically, sessions are taught by class teachers in whole-class mixed-gender groups. Occasionally, staff may deliver single-sex lessons if they judge it more appropriate and to accommodate the needs of their class.

Staff provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive themes.

As a school, we implement a 'Code of Conduct' when teaching RSE. Clear behaviour rules are established by teachers in partnership with their class and reinforced at the start of each lesson. As a minimum, the 'Code of Conduct' includes the following basic guidelines:

- listen politely to each other
- no-one will be expected to answer personal questions
- no-one will be forced to partake in discussions
- only biological names for body parts will be used

5.1 Differentiation / SEN

The Jigsaw scheme of work is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their classes. To support this differentiation, there are suggested creative learning activities that allow children to choose the media with which they work and give them scope to reach their full potential. This may mean additional support within lessons, small group or individual lessons and adapting resources to enable access. Parents may need to be consulted individually with regard to children with SEND.

5.2 Equalities and Diversity

Relationships and Sex Education (RSE) is taught without bias and in line with legal responsibilities, such as those contained within the [Equality Act 2010](#). Topics are presented using a variety of views and beliefs so that pupils are able to make their own, informed opinions whilst respecting that other people may have different opinions.

At Harlands, we value and celebrate religious, ethnic and cultural diversity as part of modern Britain. The personal beliefs and attitudes of staff delivering RSE do not influence the teaching of this subject.

5.3 Dealing with difficult questions and sensitive issues

Staff deal with pupils' questions honestly, sensitively and in an age-appropriate manner.

Question boxes are available in every classroom for pupils to ask anonymous questions.

When staff are faced with a question that they do not feel comfortable answering within the classroom, children are signposted back to their parents/carers. In these circumstances, teachers contact the parents/carers to give a context to the conversations that have been held in class.

Staff will not answer any questions which fall outside of their year group's learning programme.

5.4 Safeguarding

During Relationships and Sex Education (RSE) lessons, it is possible that children might ask questions or make disclosures, which raise a safeguarding concern. In these circumstances, staff follow the school's safeguarding procedures and report such matters to a Designated Safeguarding Lead (DSL) immediately.

6. Roles and Responsibilities

6.1 The Board of Trustees

Trustees are responsible for:

- approving the policy and any updates for Relationships and Sex Education (RSE)
- holding the Headteacher to account for its implementation

6.2 The Headteacher

The Headteacher is responsible for:

- ensuring that RSE is taught consistently across the school
- ensuring that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- managing requests to withdraw pupils from non-statutory components of RSE (see section 7)
- monitoring this policy on a regular basis and reporting to trustees on the effectiveness of the policy

6.3 Staff

Staff are responsible for:

- delivering RSE sensitively
- modelling positive attitudes towards RSE
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents/carers wish for them to be withdrawn from the non-statutory components of RSE
- monitoring progress
- reporting any safeguarding concerns to a Designated Safeguarding Lead (DSL)

Staff do not have the right to opt out of teaching RSE but should discuss any concerns they have with the Headteacher.

6.4 Pupils

Pupils are expected to:

- agree a 'Code of Conduct' for RSE lessons
- engage fully in RSE lessons and partake in discussions if they feel comfortable
- treat others with respect and sensitivity

6.5 Parents/Carers

As a school, we are aware that parents/carers are the prime educators for children on much of the learning covered in the RSE curriculum. We wish to build a positive and supportive relationship with the parents/carers of children at Harlands through mutual understanding, trust and cooperation. In promoting this objective, we:

- carried out our statutory duty to consult with parents/carers and trustees on the contents of this policy
- inform parents/carers about the school's updated RSE policy and practice
- will answer any questions that parents/carers may have and provide opportunities, upon request, to view the resources that are used to support the teaching of RSE
- acknowledge that parents/carers have the right to withdraw their child from the non-statutory components of Sex Education

7. Right to Withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements.

- Parents/carers **do not** have the right to withdraw their child from statutory Relationships Education.
- Parents/carers **do** have the right to withdraw their child from the non-statutory components of Sex Education – this does not include those elements taught within the science curriculum.

Requests for withdrawal should be put in writing, using the form found in Appendix 4 of this policy, and addressed to the Headteacher.

The Headteacher will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Whilst the Headteacher will honour any requests for withdrawal, it is good practice to highlight the detrimental effects that this could have on a child, including: the social and emotional effects of being excluded and the likelihood of the child hearing information second-hand from their peers.

Alternative work will be given to pupils who are withdrawn from Sex Education and these pupils will be removed from the classroom for the duration of the lesson.

8. Monitoring

The delivery of Relationships and Sex Education (RSE) is monitored by the Personal, Social and Health Education (PSHE) coordinator through:

- good practice within staff meetings

➤ learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment procedures.