



Relationships and Sex Education Policy

Southfields Primary School

Approved by:	Headteacher	Date: November 2024
Last reviewed on:	Aut 24	
Next review due by:	Aut 25	

Contents

1. Aims	
2. Statutory requirements	
3. Policy development.....	
4. Definition	
5. Curriculum.....	
6. Delivery of RSE.....	
7. Roles and responsibilities.....	
8. Parents' right to withdraw.....	
9. Training	
10. Monitoring arrangements.....	
Appendix : By the end of primary school pupils should know	7

1. Aims

The aims of relationships and sex education (RSE) at Southfields Primary are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies. All teaching will be age appropriate and focus on friendship, family relationships and relationships with other children and with adults.

This policy will reflect our school GARK values of Good Learning, Acceptance, Respect and Kindness.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Southfields, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents and with help from outside agencies (Judith Simmonds YPA). The consultation and policy development process involved the following steps:

1. Review –The PSHE Co-ordinator alongside the Leadership Team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At Southfields, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as below. but we may need to adapt it as and when necessary.

See appendix

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

Primary sex education at Southfields Primary focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Southfields, we are following the 'Jigsaw Programme'. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in SMSCE

We hold regular parental consultations every year, to keep parents updated about RSE teaching at Southfields, or any changes to the RSE Curriculum

Pupils also receive further educational sessions delivered by a trained health professional. (School Nurse) where appropriate and when year groups require.

We also teach Protective Behaviours to all year groups (EYFS,KS1,KS2) through a rolling programme. Protective Behaviours is always taught in the first week of the Autumn Term.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships 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 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

The governing board has approved the RSE policy, and they hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the headteacher

The PSHE/RSE Co-ordinator works with an allocated Governor, to ensure that Governors understand what is being taught in RSE at Southfields Primary School.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and statutory guidelines are followed.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or PSHE Co-ordinator. Class teachers will be responsible for the teaching of RSE in school, but we may use outside agencies e.g School Nurses, to support our delivery of RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, but at Southfields we do not teach any non-statutory Sex education.

Requests for withdrawal should be put in writing and addressed to the headteacher. Whilst we cannot withdraw pupils from statutory content, we acknowledge the parents / carers may wish to discuss this further to seek clarity and to understand the statutory components further.

Please complete the attached form to facilitate a discussion with the relevant school staff. This will help to understand your concerns further.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their continued Professional development using the Jigsaw PSHE Programme and following the lesson plan format.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Senior Leadership Team (SLT) through planning scrutinies, learning walks, pupil interviews and school council discussions.

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

This policy will be reviewed by Senior Leadership Team (SLT). At every review, the policy will be approved by the SLT and Headteacher.

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability (EYFS, KS1,KS2) * • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (EYFS, KS1,KS2) • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (EYFS, KS1,KS2) • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (EYFS, KS1,KS2) • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (KS1 & KS2) • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (EYFS, KS1, KS2)
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends (EYFS,KS1,KS2) • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (EYFS,KS1,KS2) • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (EYFS,KS1,KS2) • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (EYFS,KS1,KS2) • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (EYFS,KS1,KS2)

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (EYFS,KS1,KS2) • Practical steps they can take in a range of different contexts to improve or support respectful relationships (EYFS,KS1,KS2) • The conventions of courtesy and manners (EYFS,KS1,KS2) • The importance of self-respect and how this links to their own happiness (EYFS,KS1,KS2) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (EYFS,KS1,KS2) • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (KS1 and KS2) • What a stereotype is, and how stereotypes can be unfair, negative or destructive (KS1 and KS2) • The importance of permission-seeking and giving in relationships with friends, peers and adults (EYFS,KS1,KS2)
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not (KS1 and KS2) • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous (KS1 and KS2) • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (KS1 and KS2) • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (KS1 and KS2) • How information and data is shared and used online (KS1 and KS2)

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (EYFS,KS1,KS2) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (EYFS,KS1,KS2) • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (EYFS,KS1,KS2) • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (EYFS,KS1,KS2) • How to recognise and report feelings of being unsafe or feeling bad about any adult (EYFS,KS1,KS2) • How to ask for advice or help for themselves or others, and to keep trying until they are heard (EYFS,KS1,KS2) • How to report concerns or abuse, and the vocabulary and confidence needed to do so (EYFS,KS1,KS2) • Where to get advice e.g. family, school and/or other sources (EYFS,KS1,KS2) • * EYFS – Nursery , Reception KS1 – Year 1 and Year 2 KS2 – Year 3,4,5 and 6

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	