



Relationships and Sex Education Policy

This policy applies to Steephill School, including the EYFS setting.

Policy Authors	
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Reviewed and approved by:	Full Governing body January 2025
Next review due:	January 2026

Relationships and Sex Education Policy:

Steephill School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision. This policy is drafted by the Headteacher in consultation with DSLs, parents and school governors. Parents are given the opportunity to discuss this policy at parents' evenings; our parents RSE workshop and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

Definition and aims of Relationships and Sex Education:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will teach children about the importance of family life, respect, and healthy relationships. This includes exploring the role of stable, caring relationships—whether through marriage, civil partnerships, or other family structures—as fundamental to personal well-being and community cohesion. Lessons will also celebrate the diversity of relationships in our society, promoting understanding and respect for all, in line with our commitment to inclusivity and equality.

We would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical abilities, neurodiversity, backgrounds, and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with Special Educational Needs or Disabilities (SEND).

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will

experience;

- an understanding of the characteristics of positive relationships.

Roles and responsibilities:

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team, such as the Deputy Head, the RSE subject Leader and SENCO who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Documents that inform the school's Relationships Education Policy include:

- Safeguarding Policy
- Relationships Education, Relationships and Sex Education and Health Education (2019)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2024)

Governors and Senior Leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Deputy Head, Claire Ross or Chloe Neeson who is the Curriculum lead.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their line managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the SENCO Sarah Fenning.

Pupils

Pupils are expected to attend RSE lessons that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the designated safeguarding lead or manager, in line with our Child Protection Policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by the Senior Leadership Team and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

We expect parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE and RSE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

	Overview of lessons	
	Relationships and Sex Education	
	Learning Objectives	Intended Learning Outcomes
Year 1 and 2 My special people	<ul style="list-style-type: none"> about the special people in our lives and how we care for one another 	<ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 1 and 2 We are growing: human life cycle	<ul style="list-style-type: none"> about how we change as we grow 	<ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing
Year 1 and 2 Everybody's body	<ul style="list-style-type: none"> about the differences and similarities between people 	<ul style="list-style-type: none"> describe similarities and differences between ourselves and others challenge simple stereotypes about boys and girls recognise and use the correct names for main parts of the body
Year 3 What makes a good friend?	<ul style="list-style-type: none"> about friendship – why it is important and what makes a good friend 	<ul style="list-style-type: none"> recognise the different types of friendships that are important to us (e.g.: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship
Year 3	<ul style="list-style-type: none"> how to maintain good friendships about solving disagreements and conflict amongst 	<ul style="list-style-type: none"> identify what helps maintain friendships describe feelings when disagreements and conflict occur

Falling out with friends	<ul style="list-style-type: none"> themselves and their peers 	<ul style="list-style-type: none"> identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers
Year 4 and 5 Puberty: time to change	<ul style="list-style-type: none"> about some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> identify some of the physical changes that happen to bodies during puberty explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia
Year 4 and 5 Puberty: menstruation and wet dreams	<ul style="list-style-type: none"> about the physical changes that happen to males and females during puberty 	<ul style="list-style-type: none"> to use scientific vocabulary for external and internal male and female body parts/genitalia explain what happens during menstruation (periods) explain what is meant by ejaculation and wet dreams
Year 4 and 5 Puberty: personal hygiene	<ul style="list-style-type: none"> about the importance of personal hygiene during puberty to respond to questions about puberty 	<ul style="list-style-type: none"> explain how and why it is important to keep clean during puberty describe ways of managing physical change during puberty respond to questions and give advice to others about puberty
Year 4 and 5 Puberty: emotions and feelings	<ul style="list-style-type: none"> how and why emotions may change during puberty about getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> describe how emotions and relationships may change during puberty know where we can get the help and support we need in relation to puberty
Year 6 Puberty: recap and review	<ul style="list-style-type: none"> more about the changes that happen at puberty (recap from year 4 or 5) 	<ul style="list-style-type: none"> describe the physical and emotional changes that occur during puberty and how to manage these identify myths and facts about puberty, and what is important for a young person to know demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
Year 6	<ul style="list-style-type: none"> about managing change - new roles and responsibilities as we grow up 	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to

Puberty: change and becoming independent		secondary school and becoming more independent <ul style="list-style-type: none"> describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 Positive and healthy relationships	<ul style="list-style-type: none"> about what constitutes a positive, healthy relationship that relationships can change over time 	<ul style="list-style-type: none"> describe some changes that happen as we grow up identify the range of feelings associated with change, transition to secondary school and becoming more independent describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 How babies are made	<ul style="list-style-type: none"> about adult relationships and the human life cycle about human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> identify the links between love, committed relationships / marriage and conception explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female) that contraception can be used to prevent pregnancy

Our Relationships Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Family and Relationships	
	Learning Objectives	Intended Learning Outcomes
Year 1	<ul style="list-style-type: none"> To understand that families look after us. To begin to understand the importance and characteristics of positive friendships. 	<ul style="list-style-type: none"> I understand that families can include different people. I know the correct names for different relations. I understand that certain information about me and my family is personal. I can explain how members of a family show respect to each other.

	<ul style="list-style-type: none"> • To begin to understand that friendships can have problems but we can overcome them. • To begin to understand that being friendly to others makes them feel welcome and included. • To begin to understand what is meant by a stereotype. 	<ul style="list-style-type: none"> • I can explain what I like about my friends. • I understand some characteristics of a good friend. • I understand that friends can sometimes fall out. • I can explain ways I can overcome problems with my friends. • I know that sometimes I might need an adult to help solve the problem. • I understand the difference between a friend and friendly behaviour. • I can explain what friendly behaviour is. • I can explain how being unfriendly can affect other people. • I understand that stereotypes about boys and girls exist. • I can explain why these are often incorrect. • I can challenge stereotypes.
Year 2	<ul style="list-style-type: none"> • To begin to understand the range of families they may encounter now and in the future. • To begin to understand that some friendships might make us feel unhappy and how to deal with this. • To begin to understand the conventions of courtesy and manners. • To begin to understand how loss and change can affect us. • To develop an understanding of stereotypes and how these might affect job/career choices. 	<ul style="list-style-type: none"> • I understand that families can be made up of different people. • I understand that I should respect different types of families • I understand that friendships are not always positive. • I can explain what I can do if a friendship is making me feel unhappy. • I know who in school can help with friendship problems. • I understand that manners are important wherever I am. • I can explain where I might need to show extremely good manners. • I understand why manners and behaviour change in some situations. • I understand how memories can make us feel. • I can explain how objects can help us to remember people or events. • I understand that remembering people or pets who have died or no longer live with us can be helpful. • I understand that assumptions are sometimes made about whether a job is more suited to a male or female.

		<ul style="list-style-type: none"> • I can explain what a gender stereotype is. • I can begin to challenge a gender stereotype using examples.
Year 3	<ul style="list-style-type: none"> • To understand that families love and support each other but sometimes problems can occur and help is available if needed • To understand that friendships have ups and downs and that problems can be resolved. • To begin to understand the impact of bullying. • To understand why trust is an important part of positive relationships • To begin to understand the differences between people and why it is important to respect these differences. • To recognise that stereotypes are present in everyday life. 	<ul style="list-style-type: none"> • I understand that all families are different. • I can explain ways in which families support each other. • I know some people can help if I am worried about anything in my family. • I understand that I may experience problems with my friends and this is normal. • I can explain some steps I can take to resolve problems with my friends. • I understand that violence is never the right way to solve a problem. • I understand what bullying is. • I can explain some of the possible effects of bullying. • I know what help is available in my school if someone is being bullied. • I understand what trust is. • I can identify people I trust and why. • I can explain what I can do if I don't trust someone or they break my trust. • I can identify similarities and differences between people. • I understand how I should treat people who are different to me. • To understand that toys can reinforce gender stereotypes. • To explain how these stereotypes can be challenged. • To begin to understand why stereotypes are negative.
Year 4	<ul style="list-style-type: none"> • To develop an understanding of courtesy and manners in a range of situations. • To begin to understand the physical and emotional boundaries in friendships. 	<ul style="list-style-type: none"> • I understand that expectations for manners change in different situations. • I can identify some roles in society that are positions of authority. • I can explain what manners might be appropriate in a given situation. • I understand that good manners are one way of showing respect for others.

	<ul style="list-style-type: none"> • To understand the impact of bullying and the responsibility of bystanders to help. • To recognise that stereotypes can relate to a number of factors. • To explore how we can help following a bereavement. 	<ul style="list-style-type: none"> • I understand physical boundaries are different for different people. • I can explain some boundaries in friendships. • I understand that I have the right to decide what happens to my body. • I can be assertive when stating my physical boundaries. I understand the impact bullying can have on individuals. • I understand the role bystanders can play in stopping bullying. • I understand the reasons some children may bully others. • I understand that stereotypes can affect how I see people. • I can explain how stereotypes might have a negative affect on people. • I can talk about people who do not conform to stereotypes. • I understand what a bereavement is. • I can explain some things that might help someone who has experienced a bereavement. • I know where to go for help if I or someone I know needs it following a bereavement.
Year 5	<ul style="list-style-type: none"> • To explore the ups and downs of friendships. • To understand the concept of marriage. • To begin to understand self-respect. • To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. • To understand more about bullying and how to get help. • To explore the impact of stereotypes and how they can lead to discrimination. 	<ul style="list-style-type: none"> • I understand that friendships have ups and downs. • I can provide possible solutions to friendship problems. • I understand that friendships can sometimes be strengthened after an issue has occurred. • I understand that marriage is a legal commitment. • I understand that marriage is an individual choice. • I can explain why people might decide to get married. • I can explain what self-respect is. • I can identify positive attributes in myself. • I can recognise when I am treating myself with self-respect. • I understand that sometimes families can make children feel unhappy or unsafe.

		<ul style="list-style-type: none"> • I know who can help me or my friends if something makes them feel unhappy or unsafe. • I can explain why keeping secrets is not a good thing to do. • I understand what might lead to someone bullying others. • I can explain how someone who is being bullied might feel. • I know who I can talk to if I am worried about bullying. • I can explain how we make assumptions about people based on how they look. • I understand that stereotypes around race and religion can be harmful. • I can explain how stereotypes can affect the way people are treated and can lead to discrimination.
Year 6	<ul style="list-style-type: none"> • To understand what we mean by respect and why it is important. • To understand that respect is two-way and how we treat others is how we can expect to be treated. • To understand stereotypes and be able to share information on them. • To resolve disputes and conflict through negotiation and compromise. • To begin to understand the process and emotions relating to grief. 	<ul style="list-style-type: none"> • I understand that everyone deserves a basic level of respect. • I can explain how I can earn respect from my peers and adults. • I can explain when respect might be lost. • I understand respect is an important part of relationships. • I can explain how I want to be respected. • I understand that I should treat others how I expect to be treated myself. • I understand a range of stereotypes. • I can identify key information on a topic. • I can effectively share information on a topic. • I can describe situations where conflict may arise. • I can name different strategies to manage conflict. • I can describe what conflict, negotiate and compromise mean. • I understand that loss and change can cause a range of emotions. • I understand that loss and change can cause a range of emotions.

		<ul style="list-style-type: none"> • I can explain what grief means. • I understand that grief is different for different people and in different situations. • I know who I can talk to if I am worried about anything relating to grief.
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Our Health and Wellbeing Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Health and Wellbeing	
	Learning Objectives	Intended Learning Outcomes
Year 1	<ul style="list-style-type: none"> • To describe and understand my feelings and develop simple strategies for managing them. • To understand the benefits of physical activity and rest. • To begin to understand how germs are spread and how we can stop them spreading. • To begin to understand the risks associated with the sun. • To begin to understand allergies. 	<ul style="list-style-type: none"> • I can describe how I feel. • I can recognise what might cause these feelings. • I can identify different ways of responding to emotions. • I can plan appropriate actions to manage my feelings. • I can understand the importance of sleep. • I know that I can affect the quality of sleep that I get. • I can think of ways to get ready for sleep. • I understand why I need to wash my hands. • I can explain how to wash my hands properly. • I understand that sunshine can be good for me. • I can explain the things I need to do to keep myself safe in the sun. • I understand that people can be allergic to things in food or things around them. • I can explain what to do if I, or someone else, has an allergic reaction.

Year 2	<ul style="list-style-type: none"> • To describe a range of feelings and develop simple strategies for managing them. • To identify strategies to help overcome barriers or manage difficult emotions. • To develop a growth mindset. • To understand what it means to have a healthy diet. • To understand ways of looking after our teeth. 	<ul style="list-style-type: none"> • I can use colours to describe feelings. • I know that we often feel more than one emotion at a time. • I can imagine how I would feel in a particular situation. • I know that not everyone feels the same. • I can describe how I feel when I find something difficult. • I understand that everybody fails. • I know that failing is not the end of a process. • I understand what a growth mindset is. • I can identify the benefits of a balanced, healthy diet. • I can describe the consequences of a poor diet. • I can recognise where improvements can be made to an unbalanced dish. • I understand how food and drink can affect my teeth. • I can explain what I can do to keep my teeth healthy.
Year 3	<ul style="list-style-type: none"> • To understand and plan for a healthy lifestyle including physical activity, rest and diet. • To understand the different aspects of my identity. • To break down barriers into smaller, achievable goals. 	<ul style="list-style-type: none"> • To understand the benefits of healthy eating and dental health. • I understand what a balanced diet is. • I know that what I eat affects my mood and behaviour. • I understand that I need more energy from food when I am more energetic. • I can say what I am good at. • I understand that I am part of different groups or communities. • I understand that my identity is linked to the groups I belong to. • I understand that there are similarities and differences between people. • I understand what being lonely means. • I can identify a problem or barrier. • I can break down a problem into smaller goals. • I can create a plan to overcome a barrier or issue.

		<ul style="list-style-type: none"> • I can describe the benefits of a healthy diet on mental and physical wellbeing. • I understand the importance of good oral hygiene. • I understand the importance of keeping well-hydrated.
Year 4	<ul style="list-style-type: none"> • To understand how we can look after our teeth. • To develop a growth mindset and understand that mistakes are useful. • To identify what is important to me and to take responsibility for my own happiness. • To understand a range of emotions. • To begin to understand what mental health is and who can help if I need it. 	<ul style="list-style-type: none"> • I can understand what to do to keep my teeth healthy. • I can share this information effectively with my peers. • I can describe how it feels to fail. • I understand why mistakes are important. • I can learn from mistakes or failures. • I understand that all emotions are important. • I know that I can control some things but not others. • I can take action to affect my own happiness. • I understand it is normal to experience a range of emotions. • I can identify a range of emotions. • I can explain some emotions people might feel in different situations. • I understand that we all have mental health as well as physical health. • I understand that sometimes people need help with their mental health. • I know who I can talk to if I am worried about my mental health or someone else's.
Year 5	<ul style="list-style-type: none"> • To understand the benefits of sleep. • To take responsibility for your own feelings and actions and to use vocabulary to describe these. • To understand and be able to plan healthy meals. • To understand risks associated with the 	<ul style="list-style-type: none"> • To understand risks associated with the sun and how these can be avoided, taking independence for my own sun protection. • I can describe why sleep is beneficial. • I understand what affects sleep. • I understand that I can take responsibility for my own sleep. • I can describe a range of feelings. • I understand that my actions affect other people.

	<p>sun and how these can be avoided, taking independence for my own sun protection.</p>	<ul style="list-style-type: none"> • I can use different strategies to manage my feelings. • I understand the risks of exposure to the sun. • I can explain the things I need to do to keep myself safe in the sun. • I understand as I get older, I need to take responsibility for my own safety in the sun.
Year 6	<ul style="list-style-type: none"> • To identify long term goals and how to work towards them. • To understand and plan for a healthy lifestyle. • To understand the potential impact of technology on physical and mental health. • To understand what happens when people are ill and know when to seek support. 	<ul style="list-style-type: none"> • I can describe positive qualities. • I can plan how to get better at something. • I can create achievable goals. • I can understand the importance of a healthy diet, good oral hygiene, rest and relaxation and physical activity. • I can take responsibility for my mental and physical health. • I can set myself achievable goals. • I can understand that technology can have an impact on my health both physical and mental. • I can explain the pressures the use of technology can bring. • I can understand that developers design technology to make it as engaging as possible. • I can explain strategies to reduce the negative impact of technology on health. • I can understand that changes in my body could be due to illness. • I can identify who to talk to if I am worried about anything. • I can explain some things I can do for myself when I am ill.

Delivery of Relationships Education:

Our PSHE and RSE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these at the start of each lesson. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

Ground rules in class are essential when discussing sensitive subject matter. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Children will also be given the option to ask questions anonymously through the use of paper questions, which gives children the option to write down their questions and where appropriate receive an answer on a one-to-one basis, rather than in front of the whole class. This will also enable pupils to feel more comfortable to ask questions without being identified. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

During RSE lessons, the classroom is a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team or the PSHE and RSE coordinator.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all

abilities will learn. The government is very clear that they want children with Special Educational Needs (SEN) to be included in these lessons.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. Full risk assessments for all guest speakers will be completed in line with our Guest Speaker Policy.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Pupils with special educational needs

We work hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

The role of parents/parental right of withdrawal

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from sex education. **This excludes withdrawal from the elements on human growth and reproduction, which fall under the National Curriculum Science. The National Curriculum for Science includes subject content such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.**

There is no right to withdraw from Relationships Education at primary, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) are important for all children to be taught.

Any parent wishing to withdraw their child from RSE should contact the Class Teacher who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and

supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

We will inform parents of the right to withdraw by letter in the Summer Term in advance of non-statutory sex education lessons being taught to Class 6. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk to the class teacher or Miss Ashton the RSE and PSHE Subject Leader or the Headteacher who will explore any concerns and discuss resources being used.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Positive School Behaviour Policy and the Anti-Bullying Policy, which can be accessed on the school website.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be dealt with as outlined in the school's child protection and safeguarding procedure.

Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil or sibling under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENCO to decide what is in the best interest of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review

the RSE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Yearly feedback from pupils
- Yearly feedback from parents
- Feedback from staff
- Classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. If parents would like to have any further support on how they can provide effective sex education at home, then they can contact the school office who will arrange a meeting with an appropriate member of staff. Annual RSE workshops will be held to support parents and discuss curriculum conte