



# RELATIONSHIP AND SEX EDUCATION POLICY

**Fairview Community Primary School**

**Reviewed: December 2024**

*Review Due: December 2025*

## 1. Aims

The aims of relationships and sex education (RSE) at our school 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

Our scheme of work is relevant, current, inclusive and reflects the real lives of the children we teach. We use a published scheme called 'Jigsaw' which fulfils 2020 statutory requirements for Relationships, RSE and Health Education and supports Ofsted's publication - Relationships Education, Relationships and Sex Education (RSE) and Health Education (Ofsted 2019)

Through our Relationships Education curriculum, we ensure a balance of skills, knowledge and attribute development. It is taught with the school's aims and values in mind.

## 2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

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

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

## Relationships and sex education (RSE) and health education - Ofsted

Statutory guidance states that Primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals.

At Fairview Community Primary School, we teach RSE as set out in this policy.

### 3. Policy Development

This policy has been developed in consultation with stakeholders. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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 and the teaching of RSE.
4. Ratification – once amendments were made, the policy was shared with our full Governing Body and ratified.

### 4. Definition

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 per Appendix 1 but adaptations may be made as and when necessary to re-cap on a previous year's content. We will not cover content forward of the year group it has been planned for.

We have developed the curriculum 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 and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in our wider curriculum offer.

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, LGBT 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).

In addition to this statutory Relationships Education content, our curriculum includes age-appropriate sex education. For more information about our curriculum, see Appendices 1 and 2.

## **7. 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 in order to enable pupils at all levels including those with SEND to access the learning

## **8. 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

## **9. Roles and responsibilities**

### **9.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **9.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **9.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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.

The PSHE Leads for the school are Amy Razzell and Hilary Sheppard.

### **9.4 Pupils**

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

## **10. 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

After consultation with parents, in order to enable parents to make informed decisions we have agreed to share a termly overview in the year group newsletters.

## **11. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development cycle and are supported by the curriculum leader.

The Deputy Headteacher alongside the pastoral team 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.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by PSHE Leads Amy Razzell & Hilary Sheppard and the Senior Leadership Team through planning and book scrutinies and learning walks.

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

The use of materials and resources will be monitored by Amy Razzell & Hilary Sheppard to ensure they are from the Jigsaw scheme and compatible with section 8 of this policy.

This policy will be reviewed by Amy Razzell and Hilary Sheppard (PSHE Leads) annually. At every review, parents will be consulted. The policy will be approved the Governing Body.

## Appendix 1: Curriculum map

### Relationships and Sex education curriculum map

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As a school we use the Jigsaw scheme of work a basis for all of our PSHE teaching including RSE.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	6 - Changing Me	<b>1. Boys' and Girls' Bodies</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.	Jigsaw resources
Year 2	6 - Changing Me	<b>1. Boys' and Girls' Bodies</b> I can recognise the physical differences between boys' and girls', use the correct name for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.	Jigsaw resources
Year 3	6 - Changing Me	<b>1. How Babies Grow</b> I understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. <b>2. Babies</b> I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. <b>3. Outside Body Changes</b> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. <b>4. Inside Body changes</b>	Jigsaw resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.	
Year 4	6 - Changing Me	<p><b>1. Unique Me</b> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p><b>2. Having a Baby</b> I can correctly label the internal parts of male and female bodies that are necessary for making a baby.</p> <p><b>3. Girls and Puberty</b> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p>	Jigsaw resources
Year 5	6 - Changing Me	<p><b>1. Puberty for girls</b> I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p><b>2. Puberty for boys.</b> I can describe how boys' and girls' bodies change during puberty.</p> <p><b>3. Conception</b> I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p>	Jigsaw resources



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	6 - Changing Me	<p><b>1. Puberty</b> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><b>2. Babies: conception to birth</b> I can describe how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p><b>3. Boyfriends and Girlfriends</b> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>	Jigsaw resources

## Science Coverage

<b>Year 1</b>	Animals including humans	Identify, name, draw and label the basic parts of the human body.
<b>Year 2</b>	Animals including humans	Notice that animals, including humans, have offspring which grow into adults.
<b>Year 3</b>	Animals including humans	(Skeletons and muscles)
<b>Year 4</b>	Animals including humans	(Human digestive system)
<b>Year 5</b>	Animals including humans Living things and their habitat	Describe the changes as humans develop from birth to old age Describe the differences in the cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.
<b>Year 6</b>	Evolution and inheritance	Recognise that living things produce offspring normally of the same kind, but normally offspring vary and are not identical to their parents.

## Appendix 2: 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"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g., family, school and/or other sources.</li> </ul>

### 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	