

## Relationships and Sex Education Policy

**Date Adopted: 11.11.22**

**Date of Review: May 2025**

### Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.

A happy, welcoming and inclusive school where communication is highly valued and everyone has a voice.

A school focused on high expectations of pupils' learning and achievements.

At Swalecliffe Primary school, we have based our school's relationship and sex education policy on the DfEE guidance document 'Sex and Relationship Education Guidance (ref DfEE 0116/2000) In these documents, sex and relationship education is defined as 'learning about physical, moral and emotional development. Sex and relationships education is part of our personal, health and social (PHSE) curriculum. (see also PHSE policy)

### Review of Policy

This policy is effective from its review date and the Governing Body will ensure the policy is reviewed to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	4
9. Training .....	4
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of primary school pupils should know .....	10
Appendix 2: Parent form: withdrawal from sex education within RSE .....	13

---

### 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

### 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 Swalecliffe Community Primary School we teach RSE as set out in this policy.

---

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 – a representative group of parents and governors were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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.

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 religious education (RE).

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).

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body will hold the headteacher to account for the implementation of this policy.

The governing body has delegated the approval of this policy to the Strategy Group

### 7.2 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).

### 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
- › 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.

### 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.

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.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

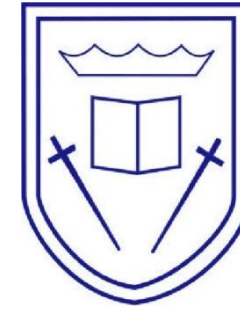
The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Ang Clee (PSE subject leader) through scrutiny of planning, learning walks, pupil voice activities and meeting with year groups.

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

This policy will be reviewed annually by Ang Clee (PSE subject leader) and Sarah Watson (Head of School) . At every review, the policy will be approved by the governing body.



## Relationships and Sex Education Policy

### Appendix 1: Curriculum map

#### Relationships and sex education curriculum map

---

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Spring 1	Relationships: <ul style="list-style-type: none"><li>• What is a friend?</li><li>• How to make friends</li><li>• How friends can help you</li></ul>	<i>Alfie Gives a Hand by Shirley Hughes</i>
	Spring 2	<ul style="list-style-type: none"><li>• How to share</li><li>• Developing personal space skills</li><li>• How to listen to others</li></ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	Relationships <ul style="list-style-type: none"> <li>• Identifying what we like and dislike</li> <li>• What makes us unique</li> <li>• What we have in common with others</li> <li>• Naming body parts with the correct terms including penis and vagina</li> <li>• That some body parts are private.</li> </ul>	<i>Stories</i> <i>Soft toys</i>
	Autumn 2	<ul style="list-style-type: none"> <li>• Identifying the groups we belong to e.g. clubs, faith groups.</li> <li>• Who is in our extended family</li> <li>• Features of family life</li> <li>• What to do if you feel unsafe in your family</li> </ul>	<i>Families stories</i> <i>Heather has two Mummies</i> <i>My two Grannies</i> <i>Who's in my family?</i> <i>The great big book of families</i>
	Summer 2	<ul style="list-style-type: none"> <li>• Caring for others</li> <li>• Growing and changing – managing transitions</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	Relationships: <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> <li>• What to do if a friendship is making me unhappy</li> </ul>	<i>All About Friends by Felicity Brooks</i>
	Autumn 2	<ul style="list-style-type: none"> <li>• What is bullying and why it is unacceptable</li> <li>• What to do if you are bullied and how to help others if it happens to them</li> </ul>	<i>Llama Llama and the Bully Goat</i>
	Summer 2	<ul style="list-style-type: none"> <li>• Recognising feelings and mood changes</li> <li>• Bereavement</li> <li>• Moving on to a new year group</li> </ul>	
Year 3	Autumn 1	<ul style="list-style-type: none"> <li>• Why friendships are good and strategies to help if you feel lonely</li> <li>• Making positive relationships with others and what to do if friendships go wrong</li> <li>• Identifying unhealthy relationships and what to do to in this situation</li> </ul>	<i>Mr Big by Ed Vere</i> <i>Willy and Hugh by Anthony Browne</i>
	Spring 1	<ul style="list-style-type: none"> <li>• Similarities and differences between families</li> <li>• Common family features</li> <li>• Caring for my family</li> </ul>	
	Spring 2	<ul style="list-style-type: none"> <li>• Living in the wider world community – different groups of belonging</li> <li>• Individual identity and valuing others</li> <li>• Respecting others different to us</li> </ul>	<i>Hats of Faith by Medeia Cohan</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 2	Relationships <ul style="list-style-type: none"> <li>• Being polite and what it means</li> <li>• Respect and keeping secrets</li> <li>• Discrimination and inclusion</li> </ul>	<i>Shine by Sarah Asuquo</i>
	Spring 1	<ul style="list-style-type: none"> <li>• Feelings and how they might change</li> <li>• Expressing emotions and managing feelings</li> <li>• Loss of people, pets and toys and what they can do to remember them.</li> </ul>	<i>Sad Book by Michael Rosen</i> <i>Collage materials</i>
Year 5	Autumn 1	Relationships <ul style="list-style-type: none"> <li>• The factors that contribute to your identity</li> <li>• Gender and gender stereotypes</li> <li>• Challenging all stereotypes</li> </ul>	<i>Twinkl resources PPT and printable cards</i>
	Spring 2	Growing and Changing <ul style="list-style-type: none"> <li>• Changes that happen in puberty including causes</li> <li>• Naming external body parts with scientifically correct vocabulary</li> <li>• Identifying the changes that happen to the male and female body</li> <li>• Addressing common misconceptions about puberty</li> <li>• Biological changes that happen to girls during puberty – What is a period and how are they managed</li> </ul>	<i>Body parts resource sheet</i> <i>What is a period by Nikki Tajiri</i> <i>Tampons and sanitary towels</i>

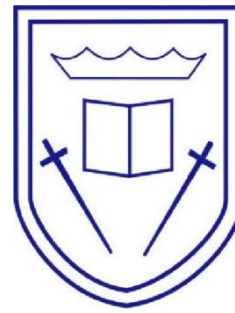
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1&2	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Different relationships - marriage, civil partnerships</li> <li>• Changing and growing- how puberty relates to growing from childhood to adulthood.</li> <li>• Reproductive organs and process – how babies are conceived, born and cared for.</li> <li>• Ways to prevent a baby being made.</li> <li>• How growing up comes with rights and responsibilities</li> <li>• Managing change and transition to secondary school</li> </ul>	

## 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>

TOPIC	PUPILS SHOULD KNOW
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>
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>



## Relationships and Sex Education Policy

### Appendix 2: 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	