



Springwell Village
Primary School

RSE Policy

Approval date: Autumn 2024

Policy on Sex and Relationship Education

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. **DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).**

1 Introduction

- 1.1 Our school's policy on sex and relationship education is based on the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE 2019). We recognise 'Sex and Relationship Education' as the policy's full title, but we will refer in the rest of this policy simply to 'SRE'.
- 1.2 In the DfE document, SRE is defined as 'learning about physical, moral and emotional development'. The guidance states that schools should provide children with *the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.*
- 1.3 SRE is part of the personal development curriculum in our school, which incorporates personal, social and health education (PSHE), promotes the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, SMSC (spiritual, moral, social and cultural development) and online safety which is relevant to relationships education. When we teach our pupils the SRE curriculum, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We also are guided by the Equalities Act 2010 and Education Act 2011, ensuring that the staff of SVPS do their best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national orientation, sex, gender identity, religion, sexual orientation or whether they are a cared for child.
- 1.4 The SRE curriculum will be adapted to meet the needs of all children by the class teacher. In PSHE and science lessons, where sex and relationship curriculum content is covered, teachers will ensure that the lessons are accessible to all children through adjustments of resources, activities, small group or one-to-one work, and any other necessary adjustments as needed.

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- the importance of family life;
- different families
- moral questions;
- respect for the views of other people.

3 Context

3.1 We teach about relationships and sex only in the context of the school's science and PSHE curricula. SRE in our school means that we give children information about sexual development in the context of changes to the body during puberty and how babies are born. The main focus is that of building positive relationships with others and an awareness of what healthy relationships look like, so that children can learn the skills needed to grow meaningful, mutually respectful relationships throughout their lives and in the different forms that relationships take; the focus is not on romantic relationships in our primary curriculum. We teach SRE on the understanding that:

- it is taught in the context of puberty and development;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own and others' bodies;
- it is important to build positive relationships with others, involving trust and respect.

4 Organisation

4.1 We teach about relationships through different aspects of the curriculum. While we carry out the main SRE in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (e.g. science) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

4.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. In key stage 2 science, we teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We teach how babies are born. We encourage the children to ask for help if they need it.

4.3 In science lessons, Key Stage 2 teachers and the school nurses inform children about puberty. For this aspect of our teaching, we follow the national curriculum. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body, such as head, hands, feet, legs, arms etc. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

4.4 In Years 5 and 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons and the school nurses may visit school to deliver sessions around puberty and how our bodies change. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women and girls. We always teach this with due regard for the emotional development of the children.

4.5 We inform all parents and carers of children in Years 5 and 6 when lessons on puberty will take place. We also inform parents when their child will be taking part in the puberty lessons with the school nurse.

5 The role of parents and carers

5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents and carers about the school's SRE policy and practice;
- answer any questions that parents or carers may have about the SRE of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for SRE in the school.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

5.2 The headteacher will discuss a request to withdraw a pupil from any sex education with parents. Children cannot be withdrawn from that which is part of the science curriculum. If it is agreed that a pupil is excused from sex and relationship education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

6 The role of other members of the community

6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurses and other health professionals, give us valuable support with our SRE programme.

7 Confidentiality

7.1 Teachers conduct SRE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the designated safeguarding lead about their concerns. The designated safeguarding lead will then deal with the matter in consultation with health care professionals (see also our policy on safeguarding).

8 The role of the headteacher

8.1 It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our SRE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

8.2 The headteacher liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

8.3 The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 This policy will be reviewed every three years, or earlier, if necessary, through consultation with parents and carers.

Adopted by the Governing Body following parent consultation