



Stadhampton Primary School Relationships and Sex Education Policy

Date of review: May 2026

Date of next review: May 2029

Philosophy and Purpose

At Stadhampton Primary School, Relationships and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We

recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of all of our pupils.

We will ensure that:

- High quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, at school and in society.
- RSE education is accessible for all pupils including those with special educational needs and disabilities.

Legislation and Statutory Guidance

This policy addresses legal requirements, national strategies and Government guidance, including the following documents

- 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
- The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.
- Keeping Children Safe in Education 2022
- The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act), and the Special educational needs and disability (SEND) code of practice: HM Government 2014.
- The Data Protection Act 2018 and General Data Information Protection Regulations.
- Relationships Sex and Health Education (2019) updated July 2020.

This policy links to our PSHE Policy, Safeguarding and Child Protection Policy, Behaviour Policy and Equality Policy.

It must also be viewed in conjunction with our progression of skills and knowledge plan for Science and PSHCE.

Aims

We aim to develop in our pupils an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality.

The main focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The key areas of learning in RSE cover the following aspects

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Elements of RSE are taught through the Science curriculum, PSHE and Computing

Rationale

Why we teach RSE at Stadhampton Primary School

- To develop positive attitude, values and self esteem and to equip children to challenge negative attitudes and prejudices
- To promote the skills necessary for establishing loving, caring, respectful and happy relationships
- To provide an opportunity to discuss feelings and relationships
- To prepare children for physical and emotional changes that will take place during puberty
- To help make sense of misinformation in the media and from peers
- To protect children from sexual exploitation and inappropriate online content

Values Promoted through RSE

Our RSE programme promotes the aims and values of our school which include

- Respect for self and others
- Commitment, trust and love within relationships
- Understanding and accepting diversity (religion, gender, culture, sexual orientation, ethnicity)
- Promoting equality and challenging stereotypes

Throughout our teaching and learning in RSE, every care will be taken to respond sensitively to the diversity of children's backgrounds and personal circumstances.

The Delivery of the RSE Programme

RSE is taught through a planned programme in PSHCE, whilst the legal requirements of Sex Education provision are covered in Science as prescribed in the National Curriculum. This approach ensures the statutory biological aspects are covered alongside the social and emotional aspects.

Teaching and Learning Strategies

Teachers and staff will use a range of strategies to deliver RSE which will enable pupil participation and involvement in their learning and enable children to develop confidence in talking, listening and thinking about sex and relationships

- Teachers will set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher
- Teachers answer questions honestly and sensitively, appropriate to the age and maturity of the children. Some questions may not be answered immediately if further consultation is required before responding
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Resources are chosen to ensure they are appropriate to the age and maturity of the children. This will take into account equality of opportunity through their use of language, cultural attitude, family make-up and images, avoiding stereotyping, racism and sexism
- Teachers will be sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE and reflect our equality policy. This will include specific understanding of different types of relationships including lesbian, gay, bisexual and trans relationships

- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with in line with our behaviour policy
- Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Issues are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respected that the opinion of others may differ

Inclusion and Equality

Stadhampton Primary School is committed to working towards equality and inclusion.

SEND

Pupils with special educational needs and disabilities (SEND) Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

Mixed and Single Gender Groups

Generally RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender. There will also be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

Religion and Ethnicity

In our school we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity in line with our Equalities Policy. We will explore assumptions about different cultural beliefs and values and encourage activities, which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness. We accept that pupils and adults in our school may hold very different religious and cultural beliefs about RSE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Roles and Responsibilities

The Role of the Governing Body

The Governing Body has a statutory duty to work alongside the Headteacher to compile this policy and ensure it is implemented effectively.

It is also responsible for ensuring that the policy is reviewed at least annually.

The Role of the Headteacher

The Headteacher is responsible for ensuring that staff and parents /carers are aware of this policy and that it is implemented effectively. In order to do this, the Headteacher must ensure that staff are adequately trained and resourced to deliver the objectives. In addition, the Headteacher is responsible for working with the wider community and any external agencies contributing to the syllabus and ensuring they act in accordance with this policy. The Headteacher will monitor the effectiveness of this policy and participate in its review.

The Role of the Class Teacher

RSE will be taught by class teachers but sometimes health professionals or other visitors who will help deliver aspects of the syllabus. Where visitors are involved, the class teacher will ensure that they are provided with a copy of the RSE policy, they ensure a member of staff is present throughout the lesson, taking responsibility for class management and evaluating the contribution as part of the teaching programme.

The Role of Parents

Parents play the primary role in children's relationship education and we aim to build on this through mutual understanding, trust and cooperation. In promoting this aim we

- inform parents/carers about the schools RSE policy
- Answer any questions that parents/carers may have about RSE
- Take seriously any issues parents/carers raise with teachers or governors about this policy and teaching arrangements

The right to be excused from Sex Education (the right to withdraw)

We appreciate that some parents/carers may wish to exercise their right to withdraw their child from some or all of the sex education that is delivered as part of statutory Relationships Education. We follow the best practice within the DfE guidance.

When a parent / carer advises the school that they wish to withdraw their child, the headteacher will meet with the parents/carers and the child to understand the reasons for the withdrawal request. This discussion will also focus on the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

Unless there are exceptional circumstances the headteacher will respect the wishes of the parents/ carers and grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

For most pupils with SEND, including those with education, health and care plans, their SEND should not be a consideration for the headteacher in deciding whether to grant a parental request. However, there may be exceptional circumstances where the head teacher will want to take a pupil's SEND into account when making this decision.

When a pupil is excused from sex education, we will ensure that this pupil receives appropriate, purposeful education during the period of withdrawal.

Monitoring and Evaluation of the RSE Curriculum

The Headteacher will evaluate the teaching of RSE in conjunction with class teachers. This may include lesson observations, staff meetings and gathering feedback from children and parents. This will feed into a programme of continuing professional development.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. However, whilst the duty of confidentiality is an important one, it is qualified. Should any pupil make reference to being involved in sexual activity then the matter must be dealt with in accordance with the school's child protection policy. This also applies to cases where there are reasonable grounds to suspect that children are subject to abuse, make accusations or give information which might give rise to reasonable grounds to suspect such abuse.

Reviewing and Updating Policy

The policy will be reviewed and updated by the Headteacher and Governing Body on a 3 year basis unless there is a significant change.

Appendix 1: Relationships Education: by the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability ● 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. ● 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 for them. ● 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 ● that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends. ● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <ul style="list-style-type: none"> ● 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. ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ● practical steps they can take in a range of different contexts to improve or support respectful relationships ● the conventions of courtesy and manners. ● the importance of self-respect and how this links to their own happiness. ● 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. ● 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. ● what a stereotype is, and how stereotypes can be unfair,

	<p>negative or destructive.</p> <ul style="list-style-type: none"> ● the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not. ● 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. ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● how information and data is shared and used online.
Being safe	<p>Pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> ● 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. ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● how to respond safely and appropriately to adults they may encounter who they do not know. ● how to recognise and report feelings of being unsafe or feeling bad about any adult ● how to ask for advice or help for themselves or others, and to keep trying until they are heard, ● how to report concerns or abuse, and the vocabulary and confidence needed to do so ● where to get advice, for example family, school or other source

Appendix 2: Physical health and mental wellbeing

By the end of Key Stage 2 children will know the following

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet Safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

