



## **Relationships and Sex Education Policy including EYFS**

### **Introduction**

Relationships and Sex Education is a developmental process throughout life; it begins in the early years and it is the school's philosophy that Relationships and Sex Education should be an integral part of the whole school curriculum. Relationship and Sex Education forms part of the wider curricular theme of Personal, Social and Health Education, educating the children so that they can be safe and well informed, in preparation for life in modern Britain.

We do not wish to just present children with a body of knowledge of biological facts, indeed, we wish to develop a range of skills and attitudes that will prepare children for healthy and fulfilling relationships. We intend to give children the knowledge which is appropriate to their lives and development within the context of loving and caring relationships. Relationships and Sex Education will involve the development of skills and exploration of attitudes, values and emotions, and will encourage children to develop an awareness of, and respect for themselves and others.

### **Objectives**

- Families and close relationships  
(vocabulary introduced KS1 same sex parents, Year 4 gender stereotypes, discrimination, Year 5 protected characteristics, gender identity, Year 6 extremism, sperm, fertilise, reproduction, egg, sexual orientation, homosexual, gay, lesbian)
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships (vocabulary introduced PANTS rule from EYFS/consent from Year 1)
- Respecting self and others (vocabulary introduced Year 4 gender stereotypes, discrimination, Year 5 protected characteristics, gender identity, Year 6 extremism)

A full list of objectives for Year 1- 6 can be found in the Life skills progression map and key skills for each year group

### **Teaching and learning styles**

We follow a spiral curriculum and use a range of teaching and learning styles in the teaching of RSE. Topics are revisited, reinforced and extended year on year. We place an emphasis on active learning by including the children in discussions, investigations, problem-solving activities, role play and through the use of ICT and iPads. We also utilise year group assemblies and visiting speakers to deliver some of the curriculum.

## **RSE curriculum planning**

RSE is taught during Life Skills lessons. Every year group will cover a topic on RSE each year. In order to meet the needs of the children, we may also use situations that have arisen in the school, news or local community to inform our planning and teaching. Pupil voice is used to tailor our programme to match the children's needs. High quality resources will support our RSE provision and are regularly reviewed.

RSE will also be taught through whole school and year group assemblies and through celebrating whole school and national events.

Inevitably there will be occasions when questions are broached that are outside the remit of the scheme of work. The 1993 Sex Education Act states that when sensitive issues are raised, teachers must exercise their discretion and judgement. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources and therefore it is preferable to discuss this in the safe space of the classroom. However, as professionals, staff may feel it is inappropriate to respond. In this instance, parents will be consulted to determine a mutually acceptable course of action.

## **EYFS**

We teach RSE in our Reception and Kindergarten classes as an integral part of the topic work covered by the "Development Matters" framework, through the Communication and Language, Personal, Social and Emotional Development, Physical Development and Understanding the World areas of learning.

## **Teaching RSE to children with special needs**

We ensure RSE is inclusive for all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Children are identified as being able, gifted and talented in the subject and, where possible, opportunities are provided to help develop specific skills or talents.

## **Safeguarding**

Due to the nature of the subject, RSE can be a trigger for a disclosure of a safeguarding concern. In the event of a disclosure, staff will act accordingly and notify the DSL as per our safeguarding policy, or the Deputy DSL in their absence. This information will be recorded on CPOMS.

## **Parental Involvement**

We strongly believe that successful RSE is the result of a partnership between school and home and is not intended to replace guidance or advice given at home but to supplement and broaden the understanding of the pupils. Parents will be involved in a consultation process in the event of any changes to the RSE policy.

## **Assessment**

We have clear expectations of what the pupils will know, understand and be able to do at the end of each topic and pupils will be given the opportunity to reflect on their learning. We do not set formal examinations in RSE. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed' but will inform the child's future learning needs. Comments will be made on the child's development in Life skills in their end of year report.

## **Right to Withdraw**

Relationships education is now compulsory and parents no longer have the right to withdraw from these lessons. Sex Education is not compulsory in primary schools. To meet the needs of our children we have made the decision to teach and discuss only human reproduction as it appears in the national curriculum for Science.

## **Monitoring and Review**

The Life Skills subject leader is responsible for monitoring the standards of children's work and the quality of teaching and learning in RSE. The subject leader supports colleagues in the teaching of RSE, through regular training, informing about current developments in the subject, providing resources and a strategic direction for the subject in the school.

## **Responsibility**

The Head of Department is responsible for:

- Preparing and updating the school's policy document.
- Keeping abreast of national and local developments in the subject.
- Providing support and training for colleagues and encouraging them to provide effective learning opportunities for the children.
- Managing and developing resources.
- Monitoring and evaluating teaching and learning throughout the school.
- Observing colleagues as part of the monitoring process.
- Interviewing pupils to obtain feedback

## **Linked policies**

- PSHE policy
- Child Protection and Safeguarding policy

- Anti-bullying policy
- Equal opportunities policy
- SEND policy

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**Policy Review:** September 2025