



Park Primary School

Relationship, Sex and Health Education Policy

Policy Type	Reviewed by	Approved on	Review cycle	Next review
Statutory	Curriculum and Standards Committee	January 2025	Every year	January 2026

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.

We are not required to provide sex education however we are required to teach the elements of sex education contained within the science curriculum. Our school intends to teach sex education, unless parents choose to withdraw their child(ren) from this.

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 Park Primary we teach RSE as set out in this policy.

Definition

Relationships and Sex Education comprises of learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality, sexual health and healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. This is taught as part of the science curriculum and the Personal, Social and Health and Economic Education.

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
- Give children the tools to stay safe online and in the community

We recognise that children have the right to:

- Express and share feelings, emotions, ideas and opinions
- Be assertive, make judgements and make choices
- Be shown how to respect and care for their own bodies
- Be understood, loved and cared for
- Feel safe at home, school and in the community
- Tolerance, make mistakes and learn in their own way
- Be valued, accepted and respected as individuals without prejudice

Reviewed: January 2025

Curriculum

Relationships and Health Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Park Primary uses SCARF (Safety, Caring, Achievement, Resilience, Friendship) to cover the relationships requirements and some aspects of the health curriculum. Biological aspects of RSE are taught within the science curriculum, and other areas 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

For more information about our RSE curriculum, see Appendices 1 and 2.

Sex Education

The programme of sex education aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law regarding sexual behaviour.

Park Primary School recognises that often pupils will be exposed to misconceptions around relationships and sex from different sources including older siblings, media, online chats and videos, films and games. We seek to teach the RSE curriculum in a factual way to ensure that pupils are hearing positive messages, and accurate facts throughout the primary phase of their education.

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 maps in Appendices 1 and 2.

Several topics are more appropriate to secondary age pupils, including: contraception, sexually transmitted diseases and abortion, and will not be covered in planned lessons. However, the school will address questions raised by individual/ groups of pupils and seek to clarify any misconceptions that may have arisen. Consideration of the child's age and stage of emotional maturity will be considered when addressing these questions with pupils.

Delivery

Teachers will aim to teach one lesson of SCARF per week. Science lessons when relevant to RSE curriculum will remain 1.5 hours each week.

The School Nurse may be invited to contribute to this programme by the invitation of the class teachers. The Family Link Worker will also be available for children if they want to talk through any questions they have about the content covered.

The NSPCC holds workshops and assemblies every 2 years in school - focusing on keeping ourselves safe and identifying trusted adults.

SCARF share 'LIFE tent' sessions for all children once a year to support our curriculum.

Curriculum Development

We develop the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and opinions of pupils.

Parents will be made aware by letter of this policy, the statutory relationship and health curriculum content, and the sex education curriculum content. They will be invited to share their views via email or meeting with class teacher or Eleanor Parry. They will have opportunity to view the resources and videos that will be used in lessons. Through this, parents will be made aware of their rights and responsibilities and understand the contributions they can make to their child's Relationships and Sex Education.

Pupils will have opportunities to feedback to staff after lessons, but also will be consulted before topics begin. 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 or elsewhere.

Material for the content of the course is to be selected by the teaching staff, with agreement by the Governing Body, based on professional advice from the Head Teacher, her staff and health professionals. Due regard shall be given to the selection of progressive materials appropriate to the needs and age range of pupils and also to the views of parents.

Inclusion and Equal Opportunities

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, LGBTQ+ 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).

Class teachers will take into consideration the varying needs, levels of maturity and abilities of children. Provision will be differentiated appropriately.

Consideration will be given by the Head Teacher and staff to any relevant religious or cultural factors.

Roles and responsibilities

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

The headteacher and the Pupil Mental Health and Wellbeing Lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see Parents' right to withdraw below).

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 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.

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

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.

Confidentiality and Child Protection

Teachers will conduct RSE lessons in a sensitive manner, respecting pupil's views and beliefs. The following ground rules should be established and revised at the beginning of any taught session.

- No one (teacher or child) will have to answer a personal question
- No one will be forced to take part in a discussion
- Explanations will be factual
- Children with personal or sensitive concerns or questions can seek help by use of question box set up in the class or leave a message for the Family Link Worker.

However, if a child refers 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 as if a child indicates that they have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead about their concerns. The DSL would then apply the Child Protection Policy regarding the appropriateness of contacting parents.

Monitoring arrangements

The headteacher gives serious consideration to any comments from parents about the Sex Education programme, and keeps a record of all such comment, sharing these with the governors.

The delivery of RSE is monitored by the Pupil Mental Health and Wellbeing Lead through: book looks, learning walks, pupil meetings, assessments, and discussions with staff.

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

This policy will be reviewed by the Pupil Mental Health and Wellbeing Lead annually. At every review, the policy will be approved by the board of governors and Emma Grant, the headteacher.

Reviewing Programme Materials

Staff development needs and the programme materials will be evaluated on an annual basis Pupil Mental Health and Wellbeing Lead and members of SLT.

Signed Headteacher:		Date	
Signed Chair of Governors:		Date	