



# East Sheen Primary School

## Relationship and Sex Education (RSE) Policy

### Introduction

Our policy is based on the DFE guidance document, '[Relationships education, relationships and sex education \(RSE\) and health education](#)'. This new curriculum is mandatory from Sept 2021. In primary schools, relationships and health education is taught. Sex education is taught in secondary school unless the primary school considers it necessary to cover any additional content on sex education to meet the needs of their pupils. The focus in primary school will be 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. RSE is lifelong learning about physical, moral and emotional development.

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline...children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way'* <sup>1</sup>

In our school, RSE forms part of the science, computing and PSHE (personal, social and health education) curriculum. While we use RSE to inform children about relationship issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and to explore moral questions. We ensure that RSE is delivered in line with our equality statement and does not discriminate against any group based on a protected characteristic.

### Values Framework

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the school community. The teaching of RSE will encourage pupils to:

- value and respect themselves
- value and respect others
- value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background.

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

### PSHE

Our PSHE curriculum is taught through a whole school programme, 'Jigsaw'. Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. The school uses their mapping document to ensure coverage of the following RSE learning areas through PSHE lessons (see figure below).

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<sup>1</sup> DFE guidance document, 'Relationships education, relationships and sex education and health education 2019'.

# What is included? Relationships Education

By the end of primary school pupils should know:

## Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

## Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

## Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

## Being safe

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

## Respectful relationships

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking

## Changing Adolescent Body (Health Ed.)

- 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.

## Computing

Online safety is also an integral part of the computing curriculum and children across the school are taught how to stay safe online. The National Curriculum objectives for online safety in the computing curriculum are below and support the PSHE delivery of 'Online Relationships'.

Years 1 and 2	Children use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Years 3, 4, 5 and 6	Children use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Science

In science, the following aspects of health education are covered in line with the National Curriculum.

Year 2	Children learn that humans have offspring which grow into adults; the focus is on growth not reproduction.
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Year 5	Children learn to describe the life process of reproduction in some plants and animals and the changes as humans develop into old age (including the changes experienced in puberty).
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Each term a bulletin is prepared by the class teachers to give detailed information about the subjects to be covered, highlighting when aspects of the RSE programme are taught. This allows parents the opportunity to ask questions or seek clarification around resources being used in the teaching programme.

PSHE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more appropriate and relevant.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer.

DfE guidance states that schools should not teach about gender identity. If asked about gender identity, the guidance says schools should teach the facts about biological sex, and not use any materials that could be misleading.

A question box may be used to allow children to ask questions anonymously.

Teaching and resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSE.

## **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a disclosure, the teacher will bring their concerns to the attention of the Headteacher who will then deal with the matter in line with the Safeguarding and Child Protection Policy.

## **The role of parents**

The school recognises that the primary role in children's RSE lies with parents and carers. We wish to build and maintain a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE policy and practice
- Take seriously any issue that parents raise with teachers or governors
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give children at home. We believe that this mutual exchange of knowledge and information will benefit children by giving them consistent messages about their changing body and their increasing responsibilities.

Parents have a legal right to withdraw their child from sex education but not relationships or health education, and the school will make parents aware of any decision to deliver additional sex education content. Any parent wishing to withdraw their child is encouraged to make an appointment with the headteacher to discuss the matter. Students cannot be withdrawn from any part of sex education which falls within the statutory Science National Curriculum.

## **The role of other members of the community**

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to contribute to RSE lessons. They will be asked to work within the values framework described within this policy. A teacher will be present during the lesson.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE 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 to enable them to teach effectively and to handle any difficult issues with sensitivity.

The Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

## **Monitoring and Review**

The Teaching and Learning Committee of the Governing Body monitors our RSE Policy every three years and gives serious consideration to any comments from parents about the RSE programme.

**Approved by Governors: Autumn 2024**  
**Next review Date: Autumn 2027**