

## **Sutton Veny CofE Primary School**

### **Relationships and Sex Education Policy**

**Together**, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: '**clothe yourselves with compassion, kindness, humility, gentleness and patience.**'

#### **Aims and Objectives for Relationships and Sex Education:**

The aim of Relationships and Sex Education (RSE) is to provide the pupils with age appropriate information, to explore attitudes and values and to develop their understanding, in order to empower them to form healthy and respectful relationships, in all contexts, including online.

The Department for Education (DfE) recommends that all primary schools should have a RSE Programme, tailored to the age, and the physical and emotional maturity, of the pupils. It should ensure that all children are prepared for the changes that adolescence brings and that the facts are taught in a safe, respectful environment.

The objectives of RSE are:

- to provide the knowledge and information to which all pupils are entitled to
- to prepare all pupils for future changes
- to build on the pupils' prior knowledge to ensure their knowledge and understanding develops
- to raise the pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- to help pupils develop their skills (language, decision making, choice, assertiveness) and make the most of their abilities
- to ensure pupils become positive members of society, valuing themselves and others
- to help pupils to access information and support
- to develop the building blocks for the pupils to lead healthy and safe lifestyles
- to develop and use communication and assertiveness skills to cope with the influences of their peers and the media, including online content and influences
- to respect and care for their bodies
- to be prepared for puberty and adulthood

#### **The teaching programme for RSE**

Please see the 'RSE overview' document for the detailed teaching program for each year group; statutory objectives are taken from the PSHE relationships curriculum and the science National Curriculum.

**Sutton Veny School has chosen not to teach any other additional content, other than the objectives from the statutory Science and PHSE Relationship Curriculums.**

## Relationships and Sex Education (RSE) Overview

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Science curriculum</p> <p>This is taught alongside P.A.N.T.S programme.</p>	<p>Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Science curriculum</p> <p>This is taught alongside P.A.N.T.S programme.</p>	<p>Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.</p> <p>Science curriculum</p> <p>(They should also be introduced to the processes of reproduction and growth in animals. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)</p> <p>This is taught alongside P.A.N.T.S programme.</p>	<p>Year 3 will revisit the year 1 and 2 objectives relating to the Science curriculum to help embed knowledge and understanding.</p> <p>This is taught alongside P.A.N.T.S programme.</p>	<p>Pupils should be taught to know key facts about puberty and their changing body, including physical and emotional changes. They should know about menstrual wellbeing including key facts about the menstrual cycle.</p> <p>PSHE curriculum</p> <p>This is taught alongside the NSPCC programme – Speak out and Stay Safe.</p>	<p>Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, and describe the life process of reproduction in some plants and animals.</p> <p>Science curriculum</p> <p>(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals, comparing how different animals reproduce and grow.)</p> <p>Pupils should be taught to describe the changes as humans develop to old age.</p> <p>Science curriculum</p> <p>(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)</p> <p>Pupils should be taught to know key facts about puberty and their changing body, including physical and emotional changes. They should know about menstrual wellbeing including key facts about the menstrual cycle.</p> <p>PSHE curriculum</p> <p>This is taught alongside the NSPCC programme – Speak out and Stay Safe.</p>	<p>Pupils should be taught to recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Science curriculum</p> <p>(They should be introduced to the idea that characteristics are passed from parents to their offspring)</p> <p>Year 6 will also revisit the year 5 objectives relating to puberty from the PSHE curriculum to help embed knowledge and understanding.</p> <p>This is taught alongside the NSPCC programme – Speak out and Stay Safe.</p>

- Words in brackets are NON-statutory guidance for teaching staff.
- Auckland Class will follow the early learning goals from their own curriculum.

### Legal Requirements

It is a statutory requirement for all primary schools to teach RSE, including the changes that occur during puberty. If a primary school chooses to teach additional sex education content, which goes beyond the requirements of the science National Curriculum, then parents and carers **have** the right to request that their child be withdrawn from some, or all of the additional sex education content that is delivered. However, Sutton Veny School only teaches the statutory elements of the PSHE and science curriculums and does not deliver any additional content. Therefore, parents and carers **do not** have the right to withdraw their child/children from these areas of our school curriculum.

Every child is entitled to receive age-appropriate RSE, regardless of their ethnicity, gender, religion, age, culture, sexuality, language or whether they have a special educational need or disability. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is age and developmentally appropriate.

### The Organisation and Monitoring of RSE

RSE is delivered through our Science and PSHE lessons, during a pre-organised week within the final term of the school year. This area of the curriculum is taught by classroom teachers and if appropriate, outside visitors, such as the school nurse, or the NSPCC. RSE is delivered in mixed gender groups and the school ensures that teaching and materials are appropriate, with regard to the age and religious backgrounds of our pupils.

A range of teaching methods which involve the children's full participation are used to teach our RSE curriculum. These may include use of video, discussion, looking at case studies and drama. Resources to teach RSE include fiction, reference books, leaflets and guidance from the PSHE Association. RSE is monitored and evaluated by the PSHE, Science and PE subject leaders as part of the school's development plan. The Governing Body is responsible for

reviewing and approving key policies, relating to the teaching of RSE and also support the monitoring of this area of the school's curriculum.

### **Specific Issues Relating to the Teaching of RSE**

#### **Parental Consultation**

As well as informing parents and carers about the school's overall RSE Policy, the school also informs parents when aspects of the RSE programme are due to be taught. This includes providing opportunities for parents to view the programme of study, which details the content and progression of this area of the curriculum. This process includes offering parents and carers support in talking to their children about the topics that will be covered through our RSE teaching. Parents and carers also have right to request access to the resources that are used to deliver this area of the school's curriculum.

#### **Child Protection / Confidentiality**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection, or safeguarding issue. School staff will inform the Headteacher, or Designated Safeguarding Lead (Adam Lewis, Leah Gee and Philippa Lawrence), in line with the Local Authority's procedures for child protection, if a child discloses information that causes them concern. A member of staff must not promise confidentiality to a child if they share information that indicates that they may be at risk of harm or abuse.

#### **Responding to Children's Questions**

Primary-age pupils will often ask their teachers, or other adults, questions relating to sex or sexuality, which go beyond what is set out for Relationships Education. It is important that children's questions are answered at an age-appropriate level, especially given the ease of access to the internet, as children whose questions go unanswered may turn to inappropriate sources of information. If answering a child's question would mean introducing additional content, beyond the agreed curriculum objectives, then it would not be appropriate for teachers to answer these questions. At Sutton Veny School, ground rules are essential to provide an agreed structure to answering sensitive questions. The school's approach facilitates the use of an anonymous question box as a distancing technique. 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.

#### **Use of Visitors and Additional Resources**

When appropriate, visitors, such as the school nurse, may be involved in the delivery of the school's RSE curriculum, particularly in Key Stage 2. During the teaching of RSE, the school uses the NSPCC's 'Speak-out, Stay-safe' and 'PANTS' Programmes, which help the children learn about their rights and what is acceptable, or not acceptable, in terms of their bodies. These also help the children know what to do if they are worried, or scared about anything and are a key aspect of our safeguarding curriculum. Any visitors are used to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement, or substitute, for delivering this aspect of the RSE Curriculum.

#### **Children with Special Educational Needs or Disability (SEND)**

Teaching and resources will be differentiated, as appropriate, to support the needs of children with SEND, in order for them to have full access to the content of the school's RSE Curriculum, as teaching requires a graduated, age-appropriate programme. Teaching takes account of the developmental differences of all children.

<b>Approved by:</b>	Curriculum and Pupil Welfare Committee	<b>Date:</b> March 2024
<b>Last reviewed on:</b>	May 2025	
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