Hurworth Primary School

Relationship and Sex Education Policy

Policy Version Control	
Policy type	Hurworth Primary School
Policy prepared by	Alison Maddison Head Teacher
Last review date	Autumn 2024
Description of changes/Updates	• Minor edits to formatting
LGB approval	Autumn Term 2025
Date released	Autumn Term 2025
Next review date	Autumn Term 2026

This policy was developed in response to:

- Keeping Children Safe in Education, 2025
- Relationships Education: Relationships and Sex Education (RSE and Health Education - Statutory Guidance), February 2019
- Equalities Act 2017
- Children and Social Work Act, 2017
- Sexual Abuse in Schools, 2021
- School's Inspection Handbook (Ofsted), 2024

Consultation

The consultation process has involved:

- Review of RSE curriculum content with staff and governors
- Consultation, agreement and implementation of policy by school governors, staff ad parents/carers during the Autumn Term 2024/25.

What Is the Purpose and Vision for Relationship and Sex Education?

At Hurworth Primary School, relationships education is learning about the importance of stable, caring, loving, respectful and safe relationships; sex education is learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes and is an important aspect of preparing our children for life in Modern Britain. Some aspects are taught through the science curriculum and it is a key part of our Personal, Social, Health and Economic education (PSHE) and Social, Moral, Social and Cultural (SMSC) provision.

A cornerstone of this provision is that it takes place within a safe learning environment and within a 'spiralling curriculum', so children can revisit key concepts and units several times, across their time at primary school.

Principles and Values

In addition, at Hurworth Primary School we believe that Relationships and Sex Education (RSE) should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all children in our care
- encourage every child to contribute to the school community that aims to support each individual as they grow and learn
- be set within our wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept and includes a variety of types of family structure, and acceptance of diversity
- encourage children and staff to share and respect each other's views about sex, sexual orientation and family structure, without promotion of any view in particular
- respect the values of love, respect and care for each other
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and children, consulting them about the content of programmes of work
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals
- provide accurate information

We see Relationship and Sex Education as having three main elements:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively
- developing positive self-esteem and confidence
- developing and demonstrating self-respect and empathy for others
- making informed choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empowering children with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- valuing family life, stable and loving relationships and marriage
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision making
- challenging myths, misconceptions and false assumptions

Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

Aims

The aim of RSE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious and moral dimensions. These aims will be taught through a cross-curricular approach. Our RSE programme, through our PSHE provision, aims to prepare children for an adult life in which they can:

- feel confident to ask questions, seek answers and be interested in themselves
- enable them to make informed choices and decisions about their health and welfare
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within personal relationships
- understand on and offline safety, consent, violence and exploitation and avoid being pressured into uncomfortable or dangerous situations
- communicate effectively by developing the appropriate language for sex and relationship issues
- understand a range of views and beliefs about relationships and sex in society, including some of the messages about gender, sex and sexuality from different sources

- develop awareness of their own sexuality and gender identity, challenge sexism and prejudice, and promote equality and diversity
- have sufficient information and skills to protect themselves in a variety of situations
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

Organisation and Content of Relationships and Sex Education

Hurworth Primary School specifically delivers relationships and sex education through our PSHE Programme, RE and Science lessons in Reception, KS1 and KS2.

Much of the relationships and sex education takes place within PSHE lessons. The PSHE curriculum is mostly delivered by teachers with support from professionals where appropriate. School staff are usually the best people to work with the children on many of the RSE topics, as they are aware of each child's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The school PSHE Programme and Science National Curriculum are taught in every year group from Year 1. In Early Years, Reception children are taught through Personal, Social and Emotional Development.

Any RSE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which discourages inappropriate personal information being requested or disclosed by those taking part in the lesson.

When children ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the children, the question will be dealt with individually at another time. Children are always provided with an opportunity to ask questions anonymously.

Specialist teachers (form within school or from outside agencies) may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

RSE Scheme of Work

The RSE scheme of work is supported through the PSHE Curriculum, which is divided into year group units:

- Rights and responsibilities
- Feelings and Friendships
- Health and Wellbeing
- Identity
- Safety and Risk
- Money and Finance

For specific content for each year group, please refer to Hurworth Primary School PSHE long term plan, which can be found on our school website.

Sex and Relationship Education in the context of the National Curriculum:

Legal requirements: Hurworth Primary School has a statutory duty to teach the following as part of the Science National Curriculum.

Key Stage 1:

- Notice that animals, including humans, have offspring which grow into adults.
- Identify, name, draw and label the basic parts of the human body.

Key Stage 2:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Additional curriculum detail:

Early Years

Children learn about the concept of male and female and about young animals. In ongoing personal, social and emotional development work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship and families. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Inclusion

We intend our policy to be sensitive and to take account of children' needs based on culture, disability, sexual orientation, religion and belief. We encourage parents/carers to discuss any concerns with the Head Teacher.

Children with Special Needs

We will ensure that all children receive sex and relationship education, and we will offer provision appropriate to the needs of all our children, taking specialist advice where necessary.

Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. We aim to deliver a fully inclusive curriculum, underpinned by an understanding of healthy relationships – no matter who that relationship is with. Children, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them. Such issues are often raised outside of PSHE lesson time, e.g. from texts children are reading or TV they may discuss. Teachers are aware that 'incidental' teaching is key in all aspects of RSE.

Right of Withdrawal of Children from Relationships and Sex Education

Parents are not able to withdraw children from general PSHE lessons or those focusing on relationships education. This is detailed in the 2019 DFE publication 'Relationships Education: Relationships and Sex Education (RSE and Health Education - Statutory Guidance, February 2019). Some parents, however, prefer to take the responsibility for some aspects of this element of education. They have the right to withdraw their children from all or part of the sex education ***except for those parts included in the statutory National Curriculum (i.e. in Science lessons).***

Where an agreement is made that a parent chooses to withdraw their child from specific elements of sex education (as detailed above), we would make alternative arrangements. For example, whilst such lessons were being conducted, the child would be provided with appropriate tasks and asked to work under the supervision of another teacher or teaching assistant.

Parents are encouraged to discuss their concerns and/or decisions with the Head Teacher at the earliest opportunity. Parents and carers are welcome to review any RSE resources the school uses.

Confidentiality and Safeguarding

Some children may have concerns which they may wish to share with a teacher, and whilst teachers wish to be supportive, it will be made clear to children that no adult in school can guarantee absolute confidentiality. This will be made clear when forming the class ground rules. It is important that ground rules are agreed to allow sensitive issues to be discussed whilst protecting the rights of children and staff.

The curriculum is underpinned with key safeguarding elements throughout; teaching children about privacy, rights and responsibilities in relation to themselves and others.

If a child were to make a disclosure, staff will follow the school's safeguarding procedures.

Parents have a right to be informed of any issue which is causing their child concern. We will always handle this kind of situation with care and consideration.

Assessment

Assessment is carried out at appropriate times and involves teacher, child and peer assessment of knowledge and understanding, skills, and attitudes.

DFE 2019 Policy Requirements: all included within this policy.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Head Teacher/leadership team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in monitoring and evaluation exercises led by the leadership team and subject lead.

The local governing body is responsible for approving, overseeing, reviewing and organising the revision of the relationships and sex education policy and curriculum. The policy review is built in to the annual cycle of key policies, which much be revisited by the governing body each year as part of this process.

The local governing body will make sure that:

- all children make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all children with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Ofsted is required to evaluate and report on personal, spiritual, moral, social and cultural development of children. This includes evaluating and commenting on the school's relationships and sex education policy, curriculum and on support and staff development, CPD and delivery.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is Autumn 2026.

Signed:

Head Teacher: *A Maddison*

Chair of Governors: *M Dutton*