



**ELTHAM**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL  
SINCE 1814

## Relationships and Sex Education Policy

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Next review: September 2021



Eltham Church of England Primary School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

This policy is drafted by the Headteacher in consultation with the Senior Leaders of the school (Deputy and Assistant Headteachers) as well as the Faith Committee and Curriculum Committee members of the Governing Body. Parents are given the opportunity to discuss this policy at our specially convened parent consultation evening, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

## **LEGISLATION**

*Documents that inform the schools Relationships and Sex Education policy include:*

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education (2019)*
- *Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

## **1. Policy aims**

*“Young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. Relationships Education should give pupils accurate information to equip them for life in the modern world.”*  
(Church of England Education Office Response to a Call for Evidence on RSE Curriculum)

Relationships Education is lifelong learning about physical, moral and emotional development. It is about teaching healthy in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationships with others. Relationships Education will outline the importance of marriage for family life and the raising of children; highlighting the role of marriage, as well as recognising that there are other stable relationships outside of marriage, as the building blocks for community and society.

*“Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognised in practice”.* (Church of England Vision for Education p7)

Through the provision outlined in this policy we also aim to raise pupils' faith and confidence, to develop communication and assertiveness skills that can help them stay true to their faith and understanding of being a child of God. We hope to teach pupils to be understanding of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities,

backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right skills that will enable them to seek information or support, should they need it, both during their school years and after.

## **2. Roles and responsibilities**

### **School staff**

It is important that all school staff feel comfortable to take relationship education classes and answer questions from pupils. If the teacher does not feel confident leading Relationships Education discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver relationships education including age appropriate sex education, in line with our scheme of work; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching Relationships Education is so important.

### **Governors and senior leaders will:**

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all stakeholders (both staff and governors) are given regular and ongoing training on issues relating to Relationships Education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding Relationships Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the Relationships Education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced Relationships Education in school.
- Communicate effectively with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

### **All staff will:**

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching Relationships Education and pupil response.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.

## **Pupils**

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationships Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the **school behaviour policy**.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

## **Parents**

The school expects parents to share the responsibility of relationships and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school relationships education. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

## **3. Implementation and curriculum**

It is important that we implement our Relationships Education policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we will be exposed to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships, media, self-awareness and the Church of England's teaching.

The overview of the school's scheme of work for relationships education, including the school's sex education modules are found under appendix 1 (Sex Education Long Term Plan).

Eltham Church of England Primary School is committed to delivering an outstanding curriculum offer to all our pupils, including relationships education as defined by the Department of Education's statutory guidance 2019. Therefore, the curriculum coverage outlined in appendix 2 delivers this expectation.

The school is also aware of the concerns and feelings of parents and staff regarding the content and delivery of lessons and their own faith and beliefs and as such it is recommended that staff and parents meet with the Headteacher to discuss these concerns should they be a conflict.

## **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles may be raised; this will surround discussion about what is and isn't acceptable language to use.

The school's 'associated vocabulary' are found in the Sex Education Long Term Plan (see appendix 1).

### **Dealing with difficult questions**

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Headteacher, Deputy or Assistant Headteacher.

### **Pupils with special educational needs**

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationships Education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- 1:1 adult support to ensure immediate responses to questions
- practical activities
- using DVDs or video
- group and paired activities.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Headteacher to decide how to support the child.

### **Withdrawal from Sex Education**

The school aims to keep parents informed about all aspects of the Relationships Education curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from sex education lessons. These are clearly identified on the scheme of work, and excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science scheme of work.

Any parent wishing to withdraw their child from sex education should contact the Headteacher who will arrange a meeting to discuss their concerns. Relationships Education is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

### **Complaints**

Parents or carers who have complaints or concerns regarding the Relationships Education curriculum should contact the school and follow the **school's complaints policy**.

### **Equal opportunities**

Relationships Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour policy**.

### **Safeguarding and confidentiality**

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in Relationships Education may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead (DSL) as is outlined in the school child protection and safeguarding procedures. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's **staff discipline, conduct and grievance procedures**.

#### **4. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the Relationships Education curriculum annually, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- annual feedback from pupils
- annual feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

#### **5. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

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**Signed by**

\_\_\_\_\_ **Chair of governors**

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**Date:**

\_\_\_\_\_ **Headteacher**

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**Date:**

**This policy will be reviewed annually**

## Appendix 1 – Sex Education Long Term Plan

Sex Education Long Term Plan							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Our Lives</b>	<b>Growing and Caring For Ourselves</b>	<b>Differences: Boys and Girls</b>	<b>Valuing Difference and Keeping Safe</b>	<b>Growing Up</b>	<b>Talking About Puberty</b>	<b>Puberty, Relationships and Reproduction</b>
<b>Lesson 1</b>	<b>Our Day</b> Routines and self care	<b>Keeping Clean</b> - Hygiene	<b>Different and Similar</b> Boy/Girl/Both, challenging stereotype includes biological difference	<b>Differences: Male &amp; Female</b> Revisit Y2 (Naming Body Parts) Label and match male & female Keeping Safe - Why are they 'private'?	<b>What is puberty</b> Define puberty What are the changes	<b>Talking About Puberty</b> Change happens during puberty, Physical and emotional	<b>Puberty &amp; Reproduction</b> Puberty I required for humans to reproduce Understanding Reproductive Body Parts (label and know) & How babies are made
<b>Lesson 2</b>	<b>Keeping Ourselves Clean</b> Health & Self Care	<b>Growing &amp; Changing</b> - Newborn babies (difference between boys & girls)	<b>Differences: Male &amp; Female</b> Male & Female are needed to make new life. Lifecycles of animals with reference to humans	<b>Personal Space</b> Touch - What is okay? Personal Space and assertive message Who to tell?	<b>Puberty and reproduction</b> Physical and emotional changes That puberty is needed for reproduction introduction to menstruation & sperm	<b>Male and Female Changes</b> <b>Single Sex Lessons</b> Menstruation (girls) -  Male Changes (boys) - <a href="https://www.youtube.com/watch?v=Yvw7QGytgNQ">https://www.youtube.com/watch?v=Yvw7QGytgNQ</a>	<b>Understanding Relationships</b> Friendships, Relationships and sexual relationships (consent and law)  Appropriate touch
<b>Lesson 3</b>	<b>Families</b> Families are different	<b>Families and caring</b> Who can you go to for help? Family Structures	<b>Naming Body Parts</b> Boy/Girl/Both	<b>Family Differences</b> Families are different Who can I talk to?	<b>Growing and Changing</b> Human Lifecycle Sequence lifecycle - what stage do humans reproduce?	<b>Puberty &amp; Hygiene</b> Importance of hygiene as you progress through puberty	<b>Communicating in Relationships</b> Positive and negative ways of communicating in a relationship (including online & social media)
<b>Associated Vocabulary</b>	Dress, undress, clean, smelly, flannel, sponge, towel, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad	Clean, smelly, similar, different, family, boy, girl, male, female, private, penis, vagina	Similar, Different, sex, gender roles, stereotype, boy, girl, male, female, private, penis, vagina	Stereotypes, similar, different, male, female, private, penis, testicles, vagina, womb, family, fostering, adoption, relationship	Puberty, lifecycle, reproduction, physical change, emotional change, feelings, pubic hair, breasts, sperm, egg	Puberty, physical change, menstruation, periods, tampons, sanitary towels, semen, erection, sweat, breasts, spots, pubic hair, underarm hair	Womb, sperm, conception, fertilisation, pregnancy, sexual intercourse, contraception, twins, relationship, friendship, love, consent, intimacy, communication, personal/private, internet safety

## Appendix 2 – Relationships Education Long Term Plan

				<b>Relationships Education</b> Long Term Planning; Teaching the fundamental building blocks and characteristics of positive relationships, friendships and families. Respect for others, healthy friendships, family relationships and understanding difference. All in the context of 'Valuing All God's Children', 'Love thy neighbour as thyself' in alignment with the school's ethos of; <b>Act Justly, Love Mercy, Walk Humbly with your God</b>							
		Relationships		Health		Valuing Difference					
		Rights & Responsibilities		Online		Safety & Risk					
		Autumn				Spring		Summer			
Nursery											
Reception	<b>Who Am I?</b> All About Me & My Feelings,		<b>Difference</b> What Makes Me Special I'm special, You're special Same and different families		<b>Being My Best</b> Eating, Sleeping & Exercise		<b>Life Stages</b> Where Do Babies Come From? (NOT SRE) Getting Bigger	<b>What's safe to go into my body?</b> Incl medicines, & outdoors			
Year 1	<b>My Family</b> Special People & Feelings	<b>Valuing Difference</b> Good Friends? Same or Different?	<b>Healthy Living</b> Super Sleep Healthy Me Catch it, Bin it, Kill it	<b>Healthy Bodies (washing &amp; eating)</b> Harold's Wash & Brush up Eat well	<b>Relationships &amp; Feelings</b> Our Feelings? Pass on the Praise	<b>Sex Education</b> Keeping Clean	<b>Growing Up</b> Inside My Body Then and Now Keeping Privates, Private!	<b>Who Can Help?</b> People who help What Could Harold Do? (medicine) Good or Bad Touch? (NSPCC PANTS)	<b>Basic First Aid</b>	<b>Why Do We Have Rules</b> Classroom Rules, What is Money, Taking Care of Something	
Year 2	<b>How are you feeling?</b> Special people & Being a Good Friend	<b>Valuing Difference</b> Acts of kindness What makes us who we are	<b>Maintaining Friendships</b> Conflict Resolution Restorative Approaches	<b>Relationships &amp; Feelings</b> Don't Do that! Should I tell? Bullying or teasing?	<b>My Body Needs...</b> (Rest, Teeth & Body Systems) Harold's bathroom, What does my body do? My body needs...	<b>Sex Education</b> Differences: Boys and Girls	<b>Staying Healthy Online</b> Why do we have passwords?	<b>"So Grown Up!"</b> Haven't You Grown You Can Do It Basic First Aid "Life. Live It"	<b>How Safe?</b> Respecting Privacy, I don't like that! Feeling Safe, Should I Tell?	<b>Our Local Area</b> Our Classroom, Our Environment, Saving our Money	
Year 3	<b>Family &amp; Friends</b> Family & Friends Respect and Challenge	<b>Working together</b> Teamwork & Looking after our Special People Relationship tree	<b>Maintaining Friendships</b> How do we solve this problem? Friends are special; Zeb Restorative Approaches	<b>Relationships &amp; Feelings</b> Body Space Secrets & Surprises	<b>As A Rule</b> Our neighbours, Who Said What? Can I Afford it?	<b>Safe Searching</b> How True is Social Media?	<b>Sex Education</b> Differences: Male and Female	<b>Trust</b> Relationship Tree I am Fantastic Top Talents	<b>Danger or Risk?</b> Risk Robot? Help or Harm (Meds) Alcohol & Cigarettes	<b>Not Feeling Well?</b> (Medicines, Healthy eating & Body Image) Poorly Harold, Let's celebrate our differences, Derek cooks dinner	
Year 4	<b>My Family &amp; Marriage</b> Ok or not Ok? (touch) Together (Families & Marriage civil & religious)	<b>Relationships &amp; Feelings</b> When Feelings Change Different Feelings & Under Pressure	<b>Road Safety</b>	<b>Danger, Risk or Hazard?</b> Danger, Risk or Hazard? Influence & Peer pressure (Raisin) Medicines, Know the norms	<b>What makes me ME?</b> Friend or acquaintance What would I do?	<b>Picture Wise</b> Sharing Online	<b>Me, Community &amp; The Environment</b> Choice, Seven R's & Volunteering	<b>Me...</b> What makes me ME? My Feelings Are All Over the Place	<b>Sex Education</b> What is puberty?	<b>Making A Difference</b> Media, It's a Right How Expensive & Tax	
Year 5	<b>How Good a Friend Are You?</b> Taking notice of our Feelings	<b>Relationships &amp; Feelings</b> Collaboration & Stop, Start Stereotypes	<b>Communicating Online</b> Spot Bullying, Communicating Would you...	<b>Getting Fit</b> (Getting Fit Smoking, Our Body & Sleep) Getting Fit, Smoking 'what is normal', It all adds up	<b>Maintaining Friendships</b> Restorative Approaches Conflict and resilience	<b>Weighing up the risk</b> Decision Dilemmas, Would You Risk it? Drugs True or False,	<b>Valuing Difference</b> Qualities of Friendships, Kind Conversations, Happy Being Me	<b>Growing Up and Change</b> Changing Body (NOT SRE) I'm A Teenager, Get Me Out Of Here	<b>Sex Education</b> Talking about puberty including menstruation	<b>Local Politics</b> Local Council, Fact or Opinion	
Year 6	<b>Valuing Difference</b> Ok to be different Respecting Differences	<b>What is normal?</b> Alcohol what is normal? Drugs 'it's the law' Rat Park - habits and Addiction	<b>What's the risk</b> Alcohol, Joe's Story (1) & (2) What Sort of Drug is....	<b>Relationships &amp; Feelings</b> Solving Problems, Working Together, Let's negotiate	<b>Self Understanding</b> I Look Great - Body image and self esteem	<b>To Share or Not To Share</b> Incl Sexting & law Traffic Lights What is the risk?	<b>Sex Education</b> Puberty, relationships and reproduction	<b>Challenging Stereotypes</b> Boys Will be Boys Media Manipulation, This Will Be Your Life	<b>Don't Force Me</b> Partnerships & Marriage Relationships and Touch	<b>Democracy</b> Elections & Law Fakebook & Two Sides to Every Story	