

Holbrook Primary School: Relationships and sex education policy

1. Aims

Relationship and sex education (RSE) is taught at Holbrook Primary School as part of PSHE in our broad and balanced curriculum. We teach RSE in the context of the school's aims and values. The aims of relationships and sex education 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

2. 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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

The Science curriculum requires that children in KS1 children learn 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.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In KS2 children will be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

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 Holbrook school we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships including friendships and intimate relationships, growing and changing, including puberty, personal hygiene, changing feelings, becoming independent, keeping safe (on and offline), healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. Pupils will have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix B but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with staff, governors and parents, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner referring them to appropriate sources of information, which may include asking a family member. In this way they can be fully informed and do not seek answers online.

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 map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects (e.g values, morals and choices) are included in religious education (RE). There is an overlap between this subject and other curriculum areas.

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

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy. Pupils will be taught in their class groups as it is important that children learn about all changes – not just their own.

For more information about our RSE curriculum, see

Appendix A DfE expectations By the end of primary school pupils should know

Appendix B PSHE Curriculum Map overview KS1 – KS2

Appendix C Detailed Curriculum Map for KS1 – KS2 (based on a Thematic Model)

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, LGBT 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

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 the non-statutory 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 a member of the Leadership Team for support/advice.

7.4 Pupils

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

8. 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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix D of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, may be invited in to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Leadership Team and PSHE Leader through:

- Informal meetings with staff delivering this subject, planning scrutinies and learning walks.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- Pupil voice so they are able to express their opinion and be included in decisions that involve and affect them.

This policy will be reviewed by Headteacher and PSHE Leader on an annual basis. At every review, the policy will be approved by the governing board. The policy was approved by the governing board on 7th July 2022*.

10. Monitoring arrangements

This policy links to the following policies:

- PSHE policy

**Reviewed September 2024 – no changes as awaiting DfE RSHE review which should be published by the end of the year*