

Plaxtol Primary School

Relationships and Sex Education Policy



This policy has been impact assessed by Mrs Claire Rowley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Written by – Mrs Claire Rowley Headteacher

Approved by – Mrs Sally Shewell

Date – November 2024

To be reviewed- November 2025

1. Aims

The aims of relationships and sex education (RSE) 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.

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 Plaxtol Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps.

- 1 Review – teachers attended training by Yoan Reed from ‘Teaching Lifeskills’ on the new RSE policy drawing on national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the draft RSE policy and feedback to the Headteacher.
3. Parent consultation – parents and carers were asked to complete a survey on RSE.
4. Pupil consultation – Class 4 pupils were asked to complete a survey on RSE.
5. Ratification – the draft policy was emailed to all parents and after feedback was adopted by Governors at the FGB.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools and it is up to each school to decide whether they think this is required to meet the needs of the pupils. At Plaxtol Primary School we believe it is important to teach our pupils sex education for their own safeguarding and that they would benefit from this happening in a familiar environment.

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.

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

Physical Health and Mental Wellbeing education focuses on:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

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 are included in religious education (RE).

In Year 6 pupils also receive stand-alone Sex Education sessions, linked to adolescence and changes to the body, that are delivered by a trained health professional during a 'Puberty Workshop'. At Plaxtol Primary School we use 'Teaching Life skills' to deliver this. They work in partnership with teaching staff to deliver specialist teaching of Sex Education. They follow our guidelines to ensure teaching reflects the school's vision and ethos. The headteacher is always present during this workshop and will offer a follow up discussion the following day.

Staff attend training provided by 'Teaching Life skills' as needed and use the online training materials provided by Coram Scarf.

We aim to actively involve parents in our Relationship, Sex and Health Education curriculum through sharing information, discussion and by sending home relevant materials that support this learning as deemed appropriate.

At Plaxtol Primary School we use the Coram Life resources across the school to deliver the Relationships, Sex and Health Education as part of our PHSE curriculum. **Lessons are taught in mixed age classes apart from Class 4 where Year 6 attend some specific workshops on their own.** See Appendix 1 for the progression of learning across the classes. Using SCARF across all classes will ensure progression in knowledge, attitudes and values, and skills – including the key skills of social and emotional learning, known to improve outcomes for children.

RSE may need to be differentiated for some pupils, this will be discussed on a 1-1 basis with the class teacher and parents as necessary. For more information about our RSE curriculum, see Appendices 1 and 2. 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, along with reflecting sensitively that some children may have a different structure of support around them (for example: 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
- Differentiating RSE to make it accessible for all pupils in the class.
- 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 the headteacher. All teaching staff are responsible for teaching RSE. They have a duty to report any safeguarding concerns to a DSL and should follow the Safeguarding Policy.

7.4 Pupils

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

Pupils have the right to have their questions answered honestly with due regard to their age, parents' opinions, religious and ethnic views, as well as the confidentiality of the questioner. Pupils will be advised to consult their parents on matters of concern or if specific clarification is needed.

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 delivered in Term 6 in Year 6.

Requests for withdrawal should be put in writing using the form found in Appendix 2 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.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through: learning walks/book scrutiny/pupil voice/parent voice and lesson observation.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Claire Rowley Headteacher annually. At every review, the policy will be approved by the safeguarding governor.

Appendix 2

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	