



Relationships and Sex Education Policy

Date reviewed by School	Summer 2023
Date ratified by FGB	13 June 2023
Date for next review	Summer 2025

The Governing Board of Uplands Primary School and Nursery have delegated responsibility to the Headteacher to update this policy as official updates occur during the year.

RECORD OF AMENDMENTS SINCE RATIFICATION:

What has changed?	When?	By who?
1.5 Added reference to COVID-19 and its impact on possible changes to statutory guidance	08.05.20	RD
4.3 Removed reference to teaching Sex Education in Science in Year 6	08.05.20	RD
Updated the version to V5. Content reflects what was approved by Govs.	14.07.21	SA
Added teaching menstruation in Y4 following Ofsted feedback	13.06.23	RD

1 Introduction

1.1 Uplands Primary School and Nursery considers that Relationships Education (including Sex Education) is an integral part of the Personal, Social and Health Education (PSHE) and



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Science curricula. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a mutually respectful relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

- 1.2 This policy reflects the Department for Education's guidance on:
 - Relationships Education (statutory)
 - Relationships and Sex Education (RSE) (non-statutory for primary schools).
- 1.3 For clarification, this policy does not relate to or refer to the following guidance, which is also included within our PSHE/RHE curriculum offer:
 - Health Education (statutory)
 - Living in the Wider World (non-statutory).
- 1.4 This policy is in line with the Equality Act 2010 and its principles and laws.

2 Aims

- 2.1 By the end of primary school, children will:
 - understand the importance of a healthy family life
 - understand that others' family lives, although different from their own, are characterised by love and care
 - understand different types of relationships, including online relationships
 - understand the importance of self-respect and permission giving in relationships
 - understand the characteristics of healthy friendships
 - understand different types of bullying
 - be able to recognise unsafe situations and be able to protect themselves and ask for help and support
 - understand the physical development of their bodies as they grow into adults (Science curriculum)
 - understand how humans and other animals reproduce (Science curriculum).

3 Objectives

Relationships Education

- 3.1 As part of Relationships Education, pupils will be taught about the nature and importance of a strong and mutually respectful relationship for family life and bringing up children. Pupils will understand that there are other loving/caring relationships outside marriage. We will ensure that no stigma is placed on children based on their home circumstances. We aim to teach children to understand that there are different types of relationships, including online relationships, and how these relationships may differ from their own family relationships. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. Through this, we hope to prevent and remove prejudice. We also help pupils understand the importance of permission



giving and what is characterised by a healthy relationship. We aim to provide pupils with knowledge about and skills to prevent and tackle bullying (including cyberbullying). Pupils will feel equipped to deal with unsafe situations (including online) and know how to report on these.

Sex Education in the Science Curriculum

- 3.2** As stated in the Science Curriculum for Key Stage 1, pupils will be taught:
- the basic parts of the human body.
 - to notice that animals, including humans, have offspring which grow into adults.
- 3.3** As stated in the Science Curriculum for Key Stage 2, pupils will be able to:
- describe the changes as humans develop to old age.
 - describe the life process of reproduction in some plants and animals.
- 3.4** By the end of Key Stage 2, we ensure that both girls and boys know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women.

4 Teaching the curriculum

- 4.1** The compulsory content of the Relationships Education curriculum will be delivered to all year groups, from Year 1 to Year 6, in the form of PSHE/RHE lessons. Lessons will be taught weekly or fortnightly by the class teacher. Whole school assemblies may cover themes such as bullying and online safety.
- 4.2** Children will be taught about puberty, the physical development of their bodies and sexual reproduction in Year 5 through the statutory Science curriculum. Parents/carers will be informed of these lessons prior to their delivery, and will invited to meet with the class teacher to discuss content and ask questions. (Please note that menstruation *only* will be taught in Year 4, through the statutory Health Education curriculum.)
- 4.3** Additional, non-statutory, teaching about intimate sexual relationships and sexual health will be covered in discrete lessons in Year 6. Parents/carers will be informed of these lessons prior to their delivery, and will invited to meet with the class teacher to discuss their content and ask questions.

5 Language

- 5.1** Children should be introduced, at appropriate stages, to the correct terminology in Relationships Education (including Sex Education). It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.



6 Children with SEND

- 6.1 Pupils with special educational needs or disabilities will be given the opportunity to fully participate in Relationships Education (including Sex Education) lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

7 Confidentiality

- 7.1 Teachers conduct Relationships Education (including Sex Education) lessons in a sensitive manner; however, if a child makes a reference to being involved, or is likely to be involved in sexual activity, or any other relationship deemed to be inappropriate, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. This includes questions, comments or a potential disclosure. In all these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated safeguarding lead.

8 The role of parents/carers

- 8.1 The school notes that the primary role in children's Relationships Education, including Sex Education, lies with parents/carers. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation. The school will:
- Publish the content of the PSHE/RHE curriculum (including Sex Education) on the school website
 - Inform parents before Sex Education lessons begin, explaining where the policy can be found and inviting parents/carers to view materials and discuss any questions they may have, including how to address questions their children may pose
 - Take seriously any issue that parents raise with teachers or Headteacher about this policy or the arrangements for sex education in the school

Questions from pupils during school hours

- 8.2 Any questions from pupils that are not related to the curriculum will be addressed (if appropriate) at an age appropriate level for the child. If this is something that may not be appropriate to discuss in school, the staff member may speak to the parent directly or speak to a member of SLT for guidance. For comments or questions that may be considered a disclosure or concern, see point 7 (Confidentiality) in our Child Protection and Safeguarding Policy.

9 The right to withdraw



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- 9.1** Parents/carers have the right to withdraw their child from the non-statutory aspects of Sex Education (intimate relationships and sexual health) that are not covered in the Science Curriculum. Parents/carers do not have the right to withdraw their child/ren from statutory Relationships Education.
- 9.2** The Headteacher will discuss the request to withdraw with parents/carers and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

10 The role of the Headteacher

10.1 It is the responsibility of the Headteacher to:

- Ensure that parents/carers are consulted in the design of the policy and, once agreed with the Governing Board, that parents/carers and staff are informed about the school's Relationships and Sex Education Policy
- Ensure that the policy is implemented effectively
- Ensure that members of staff are given sufficient direction so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

11 Related documents

11.1 This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- E-Safety and Computing Policy
- Keeping Children Safe in Education
- Equality Duty and Objectives
- Anti-bullying Policy
- Equality Act 2010 and schools