

Springwood Infant and Junior School Federation

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Springwood Federation Relationship and Sex Education Policy

Statutory Policy

Approved By: **Governing Body**

Effective Date: **July 2025**

Review By: **July 2026**

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Treat Others How You Wish to be Treated,
Try Your Best and be Proud

POLICY AND GUIDELINES FOR RELATIONSHIPS AND SEX EDUCATION

This policy statement sets out our school's approach to Relationships and Sex Education, it was produced by the PSHE leadership team through consultation with pupils, parents, school leadership and governors.

This policy statement should not be read in isolation, but in conjunction with the DfE document Relationships and Sex Education (RSE) and Health Education - statutory guidance September 2021, the Education Act 1996, Children and Social Work Act 2017 and all other school policies including Behaviour Policy, Child Protection Policy, Safeguarding Policy and Equalities Policy. Particular attention should be paid to the school's Visions and Values, the Schools PSHE curriculum and Science guidelines.

Rationale and Ethos

The DfE provides the following definition in its guidance:

'RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance...for family life, of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.'

We believe relationships and sex education is important for our pupils and our school in order to help prepare pupils to cope with the physical and emotional challenges of growing up, such as understanding and looking after their health and wellbeing, the importance of loving and stable relationships and living in the wider world. We ensure RSE fosters gender equality and LGBTQ+ equality.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by developing a long-term plan that is age and stage appropriate for all year groups. We attempt to personalise the provision appropriately to meet the needs of the child, however, if there are areas of the RSE curriculum that you pre-empt your child may have difficulties with, please contact the school so that we can work in collaboration.

RSE will be taught as part of a wider programme of Personal, Social and Health Education (PSHE) and through our developing integrated projects (including the PSHE curriculum as well as the statutory requirements of the science national curriculum). Questions relating to homosexuality, appropriate relationships, contraception and sexual health will be answered at the appropriate level. Through careful planning and delivery of RSE, we will fulfil the statutory requirements.

Aims:

The aims of Relationship and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
 - Children will be able to ask appropriate questions in a sensitive atmosphere.
 - Children will have opportunities to consider moral dilemmas and develop their critical thinking.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
 - Children will be taught the correct vocabulary to describe themselves and their bodies.
 - Children will have the opportunity to discuss how they feel about puberty, and ensure they feel supported during these changes.
 - Children will gain knowledge of the nature of human reproduction in gradually increasing detail and be aware that changes of a physical, emotional and social nature are normal.
 - Children will be equipped with an understanding of human reproduction and have an awareness of sexually transmitted diseases.

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- Help pupils develop feelings of self-respect, confidence and empathy.
 - Children will understand that they have a responsibility to value difference and diversity in the UK and around the world and learn the importance of values and individual conscience.
 - Children will be encouraged to promote self-image, self-esteem, self-confidence and empathy for others.
- Create a positive culture around issue of sexuality and relationships.
 - Children will develop their awareness of appropriate relationships.
 - Children will recognise the different family dynamics and build tolerances to differences.
 - Children will learn to recognise and avoid exploitation and abuse.
 - Children will learn that they have rights, including the right to say “no”.
- Teach pupils how to keep themselves safe online both mentally, emotionally and physically.

Statutory Requirements:

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

The National Curriculum for Science stipulates that we must teach the following content: the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Whilst Sex Education is not mandatory, we have chosen to teach this additional content to meet the needs of our pupils and support them with their transition to secondary school. Our Sex Education programme has been tailored to the age of our pupils and carefully considers their physical and emotional maturity. It ensures that both boys and girls are prepared for the changes that adolescence brings. Children will draw on knowledge of the human life cycle set out in the national curriculum for science and learn how a baby is conceived and born.

Roles and Responsibilities

The RSE programme will be led by the PSHE leadership team and will be taught by class teachers. External support, guidance and training will be sought as necessary.

The Role of Parents

The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents will be kept informed about the policy through the school website and parent consultations. We hope parents can develop a meaningful dialogue in partnership with the school in order to discuss and review the relationships and sex education policy and guidelines, such that it reflects the culture of our community. The school offer support through parent information sessions and provide resources they plan to use as this enables conversations started in class to continue at home.

Parents have the legal right to withdraw their children from some or all of any RSE provided beyond the National Curriculum for science. A meeting will be organised to and to ensure that the nature and purpose of the curriculum is clarified and that your wishes are understood. When considering this, it is important to take into account any detrimental effects that withdrawal might have on a child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher.

Please detail your concerns in an email to the admin team (adminoffice@springwood-inf.hants.sch.uk or adminoffice@springwood.hants.sch.uk) and appropriate actions will be taken to rectify this.

The Role of Teachers

The teacher needs to build trust and confidence within the classroom and negotiate with pupils clear ground rules for working, such as working in a way that protects confidentiality amongst peers. In such a climate, pupils will feel more secure and able to express and explore feelings, attitudes and values.

Relationship and sex education must be matched to the year group the pupils are in. However, it may be appropriate for the teacher to discuss issues related to sex education with individuals at an earlier stage. It must take into account previously acquired knowledge and understanding. The teacher must build on this and where necessary combat ignorance and misinformation. Correct vocabulary should be used and the meaning of words clarified where necessary.

In Years 5 and 6, sensitive topics such as Child Sex Exploitation (CSE), Female Genital Mutilation (FGM) and Honor Based Violence (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) are explored. Teachers carefully plan the sessions where pupils are asked to consider and debate these topics which are linked to the safeguarding policy. Please refer to:

<http://www.springwoodinfantschool.co.uk/curriculum/>

Parents will receive courtesy text messages to notify you prior to these sensitive topics being taught.

All pupils are signposted to the NSPCC 'Staying Safe' program (<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/>).

A variety of teaching methods should be used. An open, informal approach allows opportunities for pupils to assess evidence, discuss, reflect, listen, negotiate and make decisions and choices. Most activities will be based on active involvement of pupils, for example, role play, surveys, problem solving exercises, open-ended questions and group work of various kinds. In addition, direct teaching needs to take place. The use of audio-visual aids and visiting speakers are a vital part of the sex education programme.

At times, it may be considered inappropriate for the teacher to respond immediately to pupil's questions, which are particularly explicit or specific to an individual. On such occasions, teachers have to use their discretion and judgement about how to deal with these issues. The teacher cannot offer complete confidentiality and when a situation arises which causes a teacher to believe the pupil could be at risk or harm, Hampshire County Council's child protection procedures will be followed.

The Role of the Children

Children must ensure that they adhere to the ground rules agreed in partnership with their class teacher and peers and actively engage in learning activities. Children should seek the advice of an appropriate adult whenever they are unsure.

The Role of the Leaders

Responsibility for the RSE policy in our school ultimately lies with the governing body, although curriculum design and delivery is the responsibility of school staff.

School leaders will:

- Ensure that the curriculum remains relevant, up to date and compliant with statutory requirements.
- Ensure the curriculum provides a progression of learning across year groups, which is age and stage appropriate.
- Provide teachers with the professional development required to effectively deliver the curriculum.
- Measure the effectiveness of the curriculum and refine it over time.
- Consult with stakeholders, including staff, parents and children.

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Monitoring, reporting and evaluation

The PSHE leadership team monitors RSE provision and content. They ensure that planning and evidence in a class journal is meeting the statutory requirements.

Pupils have opportunities to review and reflect on their learning during lessons through discussion. They are able to judge for instance, whether they feel more confident, or have a firmer sense of their own beliefs or opinions than they did before a particular series of lessons. Pupil voice is influential in adapting and amending planned learning activities for subsequent cohorts.

RSE policy review

As part of effective RSE provisions, leaders review the RSE policy annually. This ensures that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance and this will go to consultation every year.

Appendix 1

Science National Curriculum Programmes of Study

Key Stage 2 (7-11 years)

The National Curriculum for science shows the requirement for us to teach children about the changes from birth to old age. We also have to teach the life processes of reproduction for some plants and animals. This is compulsory for all children and is not part of the right to withdraw. In addition, the science curriculum requires us to inform and teach children about basic aspects of evolution and genetics, including how off-spring are different to their parents and that species reproduce to give off- spring that are the same species.