



# Relationships and sex education policy 2024

Shipley CE Primary School

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## 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

ShIPLEY CE Primary School is committed to the teaching of Relationships and Sex Education. It will be taught as part of our PSHE and Science curriculum and as part of our spiritual teaching through our 'Values for Life' programme. As a Christian community we discuss the importance of moral and emotional development as well as the physical growth and changes the children will experience. We value the importance of respect, love and care nurtured through a diverse range of families. Relationships and Sex Education is an open forum for pupils to discuss a range of physical and emotional issues in a frank, open and honest way. Well-being and emotional health is promoted throughout.

## 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](#).

## 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 –using all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – a working party of governors and parents were invited to comment about the policy
4. Pupil consultation – we investigated what pupils want from their RSE and how they felt about it.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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 over two years, 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 make informed judgements about the most appropriate course of action.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (puberty)
- How offspring are conceived

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. Year 5 and 6 pupils also receive stand-alone sex education sessions, following the National Curriculum science objectives

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

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 (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 body

The governing body 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-science 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-science 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.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules are established and referred to in teaching sessions.

### **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-science components of sex education within RSE.

### **9. Training**

Staff CPD will include a focus on the delivery of the RSE curriculum.

The headteacher will also invite visitors from outside the school, such as the NSPCC to provide support.

### **10. Consultation process**

A consultation took place with staff, pupils and parents in 2019. This was updated with a focus group of parents and pupils in 2022. An agreement was made to teach at least one lesson in single gender groups. Careful consideration needs to be given to the GRT community and they are consulted separately.

### **11. Monitoring arrangements**

The delivery of RSE is monitored by the headteacher/PSHE lead through:

Learning walks, discussions with pupils, book scrutiny, staff discussion and CPD

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

This policy needs to be taken in conjunction with:

- Safeguarding and Child protection policy
- PSHE policy
- Anti-bullying policy
- Equality policy
- Teaching and learning and Curriculum policy

## **Appendix 1: PSHE Relationships Curriculum EYFS, KS1, KS2**

### **Early Years**

#### **Personal, Social and Emotional Development**

##### ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

##### ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

##### ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**KS1 should learn:**

- R1 about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy
- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R15. how to respond safely to adults they don't know
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H25. to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change

**KS2 should learn:**

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that **gender identity and sexual orientation are different**
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. **to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability**
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- H34. about where to get more information, help and advice about growing and changing, especially about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring

Families and close positive relationships

Friendships

Managing hurtful behavior and bullying

Safe relationships

Respecting self and others



**Appendix 2 Relationships & Sex Education with KS2 science objectives**

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
By the end of Year 2	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul> <p>Health &amp; well-being:</p> <ul style="list-style-type: none"> <li>• name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</li> <li>• about growing and changing from young to old and how people’s needs change</li> </ul>	Circle time resources
Year 3 and 4	<p>Health &amp; well-being</p> <ul style="list-style-type: none"> <li>• strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>• how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable &amp; strategies for managing this</li> <li>• where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</li> </ul>	Channel 4 Living and Growing video – Alternative version - Unit 1 – How did I get here? Growing up
Year 5 and 6	<p>Describe the changes as humans develop to old age.</p> <ul style="list-style-type: none"> <li>• about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>• that for some people gender identity does not correspond with their biological sex</li> <li>• to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>• about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li> <li>• about where to get more information, help and advice about growing and changing, especially about puberty</li> <li>• about the new opportunities and responsibilities that increasing independence may bring</li> </ul>	<p>Channel 4 Living and Growing video – Alternative version – Unit 2 –Boy Talk, Girl Talk</p> <p>One split gender lesson included to explore menstruation and questions pupils may have</p>

### Appendix 3: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>