



Swannington C of E Primary School

Sex and Relationships Education 2025 - 2028

Our Vision

Belong, Believe, Become

Our Values

Swannington C of E Primary School encourages and promotes Christian Values. Our pupils, governors, staff, parents and community members chose our five key values



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1. Policy aims

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors.
- Defining Relationships and Sex Education (RSE) as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, our multi-academy trust RISE, the school nursing team, Leicestershire and Rutland Healthy Schools team and local governors.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020, but schools may start following it from 2019 if they feel ready. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

4. Ethos and values

Through RSE we deliver key learning that supports the schools agreed ethos and values. Key school values supported by RSE include:

- Building positive caring relationships
- Respect for others
- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and curriculum content

Relationship and sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DFE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships

- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DFE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The DFE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex education outside of science

Our programme also contains a small amount of non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

- Drawing on knowledge of the human life cycle set out in the national curriculum for science – Year 6 will have two lessons focussing on consent in intimate adult relationships and how a baby is conceived and born.

Parents will be informed of when the two year 6 lessons are taking place and if they wish to withdraw procedures will be followed as set out in section 12.

6. Delivery

- i. **Timetabling:** Relationship Education will be taught throughout the year alongside aspects of the PSHE curriculum. The curriculum map can be found on the school website, as an appendix to this policy or as a paper copy by contacting the school office.
- ii. **Staffing:** RSE will be taught by class teachers and supported by learning support assistants, it may be that in case of illness, the lesson would be covered by our Higher Level Teaching Assistant with the agreement of the Headteacher.
- iii. **Resources:** RSE is delivered using quality assured up to date resources from Coram Scarf Life Education.
- iv. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
- v. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

7. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families □ Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

8. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering pupil questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

10. Staff training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line from Coram Scarf or as part of local support offered by Leicestershire and Rutland Healthy Schools.

11. Monitoring and assessment

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress and along with all areas of the curriculum will be monitored by leaders through lesson walks and book scrutiny. Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

12. Working with parents and carers

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and Carers will be invited to a meeting annually where they will be able to view resources, including any used for Sex education taught outside of science.

From September 2020 Parents and Carers have the right to withdraw their child from Sex Education outside of science (as outlined above).

From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

Appendix 1. RSE curriculum map for Swannington C of E Primary School

PSHE Two Yearly Whole School Overview (including Relationships, Health and Sex Education)

Year A	Autumn Term		Spring Term		Summer Term	
EYFS	Me and my relationships - All about me - What makes me special - Me and my special people - Who can help me? - My feelings 1 - My feelings 2	Keeping Safe - What is safe to go onto my body? - Keeping myself safe (medicines) - Safe indoors and outdoors - Listening to my feelings - Keeping safe online - People who help me keep safe	Rights and Respect - Looking after my special people - Looking after my friends - Being helpful at home and caring for our classroom - Caring for our world - Looking after money (1): recognising, spending, using - Looking after money (2): saving money and keeping it safe	Being my Best - Bouncing back when things go wrong - Yes, I can! - Healthy Eating - My healthy mind - Move your body - A good night's sleep	Valuing difference - I'm special, you're special - Same and different - Same and different families - Same and different homes - Kind and caring 1 - Kind and caring 2	Growing and Changing - Seasons - Life stages-plants, animals and humans - Life stages: Human life stage – who will I be? - Where do babies come from? - Getting bigger - Me and my body – girls and boys
Year 1/2	Me and my Relationships (Y2) -Our ideal classroom (1) - Our ideal classroom (2) - How are you feeling today? - Let's all be happy - Being a good friend -Types of bullying - Don't do that - Bullying or teasing?	Keeping safe (Y1) - Super sleep - Who can help? (1) - Good or bad touches (PANTS NSPCC lessons) - Sharing pictures - What could Harold do? - Harold loses Geoffrey	Rights and Respect (Y2) - Getting on with others -When I feel like erupting - Feeling safe - Playing Games - Harold saves for something special - Harold goes camping - How can we look after our environment?	Being my best (Y1) - I can eat a rainbow - Eat well - Harold's wash and brush up - Catch it! Bin it! Kill it! - Basic first aid (Y2- <i>Being my best</i>) - Harold learns to ride his bike - Pass on the praise! - Inside my wonderful body (optional)	Valuing difference (Y2) - What makes us who we are? - My special people - How do we make others feel? - When someone is feeling left out - An act of kindness - Solve the problem	Growing and changing (Y2) - A helping hand - Sam moves away - Haven't you grown - My body, your body - Respecting privacy - Some secrets should never be kept

Year 3/4	Me and my Relationships (Y3) - As a rule - Looking after our special people - How can we solve this problem - Tangram team challenge - Friends are special - Thunks - Dan's dare - My special pet	Keeping safe (Y4) - Danger, risk or hazard? - How dare you - Keeping ourselves safe - Raisin challenge (2) - Picture wise - Medicines: check the label - Know the norms - Traffic lights (optional)	Rights and respect (Y3) - Helping each other stay safe - Recount task - Our helpful volunteers - Can Harold afford it? - Earning money - Harold's enrichment project	Being my best (Y4) - What makes me ME! - Making choices - SCARF hotel - Harold's seven R's - My school community (1) - Basic First aid	Valuing difference (Y3) - Respect and challenges - Family and friends - My community - Our friends and neighbours - Let's celebrate our differences - Zeb	Growing and changing (Y4) - Moving house - My feelings are all over the place! - All change! - Preparing for changes at puberty - Secret or surprise? - Together
Year 5/6	Me and my relationships (Y5) - Collaboration Challenge! - Give and take - How good a friend are you? - Relationship cake recipe - Our emotional needs - Being assertive - Communication	Keeping safe (Y6) - Think before you click! - To share or not to share? - Rat Park - What sort of drug is ...? - Drugs: It's the law! - Alcohol: what is normal? - It's a puzzle - Joe's story (part 1) - Joe's story (part 2)	Rights and Respect (Y5) - What's the story? - Fact or opinion? - Mo makes a difference - Rights, respect and duties - Spending wisely - Lend us a fiver! - Local councils	Being my best (Y6) - This will be your life! - Our recommendations - What's the risk (1) - What's the risk (2) - Basic First Aid, including Sepsis Awareness - Five Ways to Wellbeing project	Valuing difference (Y5) - Qualities of friendship - Kind conversations - Happy being me - The land of the Red People - Is it true? - Stop, start, stereotypes - It could happen to anyone	Growing and changing (Y6) - I look great! - Media manipulation - Pressure online - Helpful or unhelpful? Managing change - Is this normal? - Making babies - What is HIV?

Year B	Autumn Term		Spring Term		Summer Term	
EYFS	Me and my relationships - All about me - What makes me special - Me and my special people - Who can help me? - My feelings 1 - My feelings 2	Keeping Safe - What is safe to go onto my body? - Keeping myself safe (medicines) - Safe indoors and outdoors - Listening to my feelings - Keeping safe online - People who help me keep safe	Rights and Respect - Looking after my special people - Looking after my friends - Being helpful at home and caring for our classroom - Caring for our world - Looking after money (1): recognising, spending, using - Looking after money (2): saving money and keeping it safe	Being my Best - Bouncing back when things go wrong - Yes, I can! - Healthy Eating - My healthy mind - Move your body - A good night's sleep	Valuing difference - I'm special, you're special - Same and different - Same and different families - Same and different homes - Kind and caring 1 - Kind and caring 2	Growing and Changing - Seasons - Life stages-plants, animals and humans - Life stages: Human life stage – who will I be? - Where do babies come from? - Getting bigger - Me and my body – girls and boys
Year 1/2	Me and my Relationships (Y1) - Why we have class rules - How are you listening? - Thinking about feelings - Our feelings - Feelings and bodies - Good friends	Keeping safe (Y2) - Harold's picnic - How safe would you feel? - What should Harold say? - I don't like that! - Fun or not? - Should I tell?	Rights and respect (Y1) - Harold has a bad day - Around and about the school - Taking care of something - Harold's money - How should we look after our money? - Basic first aid	Being my best (Y2) - You can do it! - My day - Harold's postcard helping us to keep clean and healthy - Harold's bathroom - What does my body do? - My body needs... (OPTIONAL)	Valuing difference (Y1) - Same or different? - Unkind, tease or bully? - Harold's school rules - It's not fair! - Who are our special people? - Our special people balloons	Growing and Changing (Y1) - Healthy me - Then and now - Taking care of a baby - Who can help? (2) - Surprises and secrets - Keeping privates private

Year 3/4	Me and my relationships (Y4) - Human machines - Ok or not ok? (1) - Ok or not ok? (2) - An email from Harold - Different feelings - Under pressure - When feelings change	Keeping safe (Y3) - Safe or unsafe? - Danger or risk? - The risk robot - Super searcher - Help or harm? - Alcohol and cigarettes; the facts - Raisin Challenge (1)	Rights and Respect (Y4) - Who helps us stay healthy and safe? - It's your right - How do we make a difference? - In the news! - Safety in numbers - Harold's expenses - Why pay taxes? - Logo quiz	Being my best (Y3) - Derek cooks dinner! (healthy eating) - Poorly Harold - Body team work - For or against? - I am fantastic! - Top talents - Getting on with your nerves!	Valuing difference (Y4) - Can you sort it? - What would I do? - The people we share our world with - That is such a stereotype! - Friends or acquaintance? - Islands	Growing and changing (Y3) - Relationship tree - Body space - None of your business! - Secret or surprise? - My changing body - Basic first aid
Year 5/6	Me and my relationships (Y6) - Working together - Let's negotiate - Solve the friendship problem - Dan's Day - Behave yourself - Assertiveness skills - Don't force me - Acting appropriately	Keeping safe (Y5) - Spot bullying - Play, like, share - Decision dilemma - Ella's diary dilemma - Vaping: healthy or unhealthy? - Would you risk it? - 'Thunking' about habits - Drugs; true or false? - Smoking: what is normal?	Rights and Respect (Y6) - Two sides to every story - Fakebook friends - What's it worth? - Jobs and taxes - Happy Shoppers – caring for the environment - Action stations! - Project Pitch (part 1 and 2) - Democracy in Britain 1 – Elections - Democracy in Britain 2 – How (most) laws are made	Being my best (Y5) - It all adds up! - Different skills - My school community (2) - Independence and responsibility - Star qualities? - Basic First Aid, including Sepsis Awareness	Valuing difference (Y6) - Okay to be different - We have more in common that not - Respecting difference - Tolerance and respect for others - Advertising friendships - Boys will be boys? – challenging gender stereotypes	Growing and changing (Y5) - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - Help! I'm a teenager - get me out of here! - Dear Hetty (optional)

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Parental withdrawal monitoring form

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	
Staff signature	