



# CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

## Relationships, Sex and Health Education Policy

Status of Policy	Date
Statutory	yes
Reviewed	Every 2 years
Ratified by governors	May 2025
Review date:	May 2027

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,  
promoting excellence and nurturing  
compassion, honesty, trust, hope, respect, thankfulness and courage.*

*John 10 v 10:*

## **Introduction**

Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. It equips young people with the attitudes and skills to become informed, independent members of society. This is regardless of ethnicity, religion, SEND, gender, cultural or social background.

We consider that Relationship Education (including Sex Education) is an integral part of the Personal, Social and Health Education (PSHE) and Science curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, and secure environment. The programme is matched to the pupils' level of maturity.

The school's aims, explicit values and ethos provide a sound base for the development of PSHE skills, through a variety of teaching methods in partnership with parents..

Governors and teaching staff will ensure that teaching materials are appropriate to the needs and age of the pupils within the context of moral considerations and the value of family life. Sex Education lessons will be appropriate for the relevant year groups.

## **Aims:**

- To teach the skills and knowledge that form the building blocks of all positive relations, supporting children from the beginning of Reception to grow into kind, caring adults who have respect for others and know how to keep themselves and other safe.
- To nurture a responsible attitude and develop sensitivity towards the needs of others.
- To teach the importance of maintaining emotional health and well-being.
- To provide knowledge and understanding of loving relationships and to recognise that families of many forms can provide a nurturing environment for children.
- To educate against discrimination and prejudice
- To inform children on matters of personal hygiene and related health issues
- To provide knowledge of the human reproductive processes and changes during puberty
- To teach the children how to stay safe on and off line and what to do if they have concerns or don't feel safe.

## **Planning the Curriculum**

As part of Relationships Education, pupils will be taught about the nature and importance of strong, positive, and mutually respectful relationships for family life. They will learn that loving and caring relationships exist outside of marriage, including civil partnerships, and that families can be formed in a variety of ways. We aim to provide accurate information to help to develop skills to enable them to understand differences and respect themselves and others. Through this, we hope to prevent any prejudice being placed on children based on their home circumstances.

Pupils will be supported to understand different types of relationships, including online relationships, and how these may differ from their own family experiences. They will be taught about the importance of consent and the characteristics of healthy relationships to equip children with the understanding of boundaries, children's rights over their own bodies, privacy and personal information.

The curriculum will also cover strategies to prevent and respond to bullying, including cyberbullying, and equip pupils to recognise unsafe situations, both online and offline, and know how to seek help or report concerns. Pupils are taught the facts and the law about biological sex and to not enforce gender stereotypes. In addition, pupils are taught not to use derogatory terms relating to sex, race, disability or sexual orientation. Through this approach, we aim to foster understanding, challenge prejudice, and promote equality and respect for all.

### Online Safety and Awareness/Wellbeing online

Pupils will be taught to understand that the same expectations of respect and kindness apply to online relationships as they do to face-to-face interactions and how online relationships can support, but not replace, high quality in person relationships. Pupils will be taught to understand that the internet is an integral part of everyday life and to consider both its positive and negative impacts. They will learn how to think critically about online content and relationships, recognise potential risks, and understand that people may not always be who they claim to be online. Pupils will be taught about age restrictions on social media, games and other platforms and they will learn the importance of protecting personal information and privacy, and the risks of sharing content online. They will also learn that some online content may be harmful or upsetting and will be taught where and how to seek support or report concerns. In upper KS2, pupils will be supported to think critically about online content, recognise risks such as financial harm and addiction, and understand their rights relating to privacy and consent, linking with the Computing curriculum.

### General Wellbeing and Health Protection and Prevention

Pupils will be taught about the benefits of physical activity, time outdoors, hobbies, and helping others for health and wellbeing, as well as simple self-care strategies. They will learn to recognise a range of emotions, understand that feelings of worry or sadness are normal, and know the impact of bullying, change, and bereavement on mental wellbeing, including where to seek support. Pupils will be taught the importance of self-respect and its connection to personal happiness, and supported to develop self-esteem, a strong sense of identity, and their skills and interests.

They will also learn about health protection and prevention, including the importance of good-quality sleep, oral hygiene, and the role of vaccination and immunisation in maintaining good health. In Upper KS2, pupils will be taught about the facts and risks associated with legal and illegal harmful substances, including smoking, vaping, alcohol, drugs and nicotine addiction.

### **Sex Education in the Science Curriculum**

As stated in the Science Curriculum for Key Stage 1, pupils will be taught:

- The basic parts of the human body. They will be taught the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples.
- To notice that animals, including humans, have offspring which grow into adults

**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.

### **Teaching the Curriculum**

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 lessons. This will build on their foundation learning in Reception about the importance of building positive relationships, managing their feelings and developing independence and self-confidence. Lessons are generally taught weekly or fortnightly by the class teacher. Whole school assemblies and focus weeks may cover themes such as bullying, online safety and children's mental health.

We use the LifeWise scheme as a framework for our PSHE Curriculum from Reception to Year 6, however this is adapted and supplemented with other materials and resources in order to meet the needs of the children in each class. As a result of any issues that arise in a year group, teachers are encouraged to address this and plan lessons accordingly. Children take part in circle time and discuss topics and themes that are at their level.

Children will be taught about the human life cycle and puberty, the physical development of their bodies and sexual reproduction in Year 6 through the Science curriculum, supported by PSHE lessons. The DfE Guidance now states 'that the average age for girls to start their period is twelve, however some children can start at eight'. Therefore from 2026 we will teach the facts about the menstrual cycle, including the physical and emotional

changes during the Autumn term of Year 5 in order to better prepare the children for these changes. Parents/carers will be informed of these lessons prior to their delivery, and will be invited to ask any questions or raise any concerns at the time.

### **Language**

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 terms will be used at all times for teaching.

### **Questions from pupils during school hours**

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, we would follow our Child Protection and Safeguarding policy.

### **Assessment and Reporting**

To be carried out by the class teacher as an ongoing process to inform planning and record keeping. The following records will be kept:

- Long term overview
- Medium term plans

At the end of each unit teachers will update their assessment records on Insight by assessing the children for that module.

In KS1, classes have a shared floor book where key teaching points are recorded. These include photos and a selection of children's work. In KS2, children complete half termly or termly mind maps to recap and record learning and any written work completed in lessons are collated in individual folders. These allow teachers to assess pupils progress and address any misconceptions.

- Feedback to the children will be ongoing. Children will be given clear expectations and achievement will be celebrated.
- Parents will receive feedback where relevant at Parent Evenings.
- Subject Leaders will report to the Head teacher and the Governing Body as required.

### **Role of the Subject Leader**

The Subject Leader will:

- monitor assessment and continuity in the scheme of work
- monitor standards of achievement and evaluate effectiveness of teaching through teaching styles and organisation of staff and pupils
- pass on new developments in PSHE
- organise Inset and assess staff development in PSHE
- assist on Parent Information evenings
- liaise, when appropriate, with teachers, feeder and secondary schools, the governing body, advisors and parents.

Write an annual report for the Headteacher and Governors, outlining standards and achievements within the subject

### **Monitoring**

The Subject Coordinator will monitor progression, continuity and standards through planning and pupils' work. The Co-ordinator will monitor standards of achievement and evaluate effectiveness of teaching through teaching styles and organisation of pupils and tasks.

## **Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Ensure that parents/carers consulted in the design of the policy and, once agreed with the Governing Body, that parents/carers and staff are informed about the school's Relationships 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

## **The Role of Parents**

The school notes that the primary responsibility 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 curriculum (including Relationships Education and 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

## **Children with SEND**

Pupils with special educational needs 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.

## **The right to withdraw**

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 do not have the right to withdraw their child/ren from statutory Relationships Education.

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.

Appendix 1 Parent Form: Withdrawal from sex education within RSE

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	E.g. child will be taking part in all relationships lesson, but during the sex education lessons he will work independently on project in another classroom.