



# Making a difference for every child.

## SP38: Sex and Relationships Policy

Owning Committee: Curriculum  
Owning Governor: Fran Griffiths  
Owning School rep: Julie Robinson  
Monitoring Governor: Curriculum  
Date of Approval: May 2025  
Date of next review: May 2026

Source: The Key/own

**AIM OF DOCUMENT:** To provide clear guidance about the coverage and teaching of SRE

**IN EVENT OF CONCERN/QUESTIONS:** Contact the owning governor, contact details available through the school administrator.

### **HOW DOES THIS DOCUMENT HELP THE CHILDREN?**

To support children with the personal, social, health and emotional aspects of their lives and enforce a clear and rigorous expectation on all staff and pupils to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **Revision History:**

<b>Version</b>	<b>Update details</b>	<b>Date of approval</b>
V6	Separate SRE policy from PSHE policy to provide more clarity for all – adapt to fulfill 2020 DfE SRE updated requirements 2020 (staff, parents, children, governor consultation)	May 2021
V7	Update provision	April 2023
V8	No changes staff/parents consultation	May 2025

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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

## 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](#).

At Sheet primary School we teach RSE as set out in this policy.

## 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 –the headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the SRE curriculum and make recommendations
3. Parent/stakeholder consultation – parents, governors and any interested parties were invited to look at the SRE curriculum and comment on the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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 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 respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born – this is through animated clips

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, and other aspects are included in religious education (RE).

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 board

The governing board has delegated the approval of this policy to the FGB.

### 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-statutory] 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-statutory/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.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

In summer term each year, Year 6 parents will be notified when the sex education element of our curriculum begins and invited to view the materials/animations that make up the RSE curriculum (see appendix 1). All parents will receive a 'talking to your child about relationships' booklet to help tackle various questions that children may have following lessons in the term.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

## **9. Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the curriculum committee through: Looking at work, consulting with children, looking at lesson planning.

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

This policy will be reviewed by Julie Robinson – headteacher every year. At every review, the policy will be approved by the FGB.

<b>JIGSAW ADAPTED PROVISION</b> <b>Changing Me</b> <b>(Sep 2022 = even years taught)</b> <b>(Sep 2023 = odd years taught)</b>	<b>Odd</b> <b>Year 1</b>	<b>Even</b> <b>Year 2</b>	<b>Key points/other messages</b>
Week 1 Piece 1	To understand life cycles – animals/humans	To recognise life cycles in nature	Have no control over some changes
Week 2 Piece 2	To tell you some of the things that have changed about me so far	To tell you about the natural process of growing old and that it is out of my control	
Week 3 Piece 3	Know how my body has changed since I was a baby	To recognise what they could be able to do from baby, child, teenager, adult	
Week 4 Piece 4	Identify the parts of the body that makes girls different from boys  Penis, vagina, vulva, testicles.	Recognise the physical differences between boys and girls  Penis, vagina, vulva, testicles.	Private parts are those covered by a swimsuit  Private parts are private no one has the right to touch them
Week 5 Piece 5	Understand that every time we learn something new we change a bit	Understand that there are different types of touch – touch you like hugs, touch you don't kick.	What to do if they experience a hurtful, uncomfortable touch
Week 6	Identify what I'm looking forward to in my next class	Identify what I'm looking forward to in my next class	

<b>JIGSAW ADAPTED PROVISION</b> <b>Changing Me</b> <b>(Sep 2020 = even years taught)</b> <b>(Sep 2021 = odd years taught)</b>	<b>Odd Year 3</b>	<b>Even Year 4</b>	<b>Information</b>	<b>Lessons in their own year group</b>
Week 1 Piece 1	Animals and humans changes birth and growing up females who have babies	Friendships with others	Tips for creating lasting friendships and conflict resolution	
Week 2 Piece 2	Babies and how they grow uterus womb affection care	Unique Me Personal characteristics	genes	
Week 3 Piece 3	How bodies change during puberty	Change puberty control-hair breasts	Personal Safety- Private parts are those covered by a swimsuit Private parts are private no one has the right to touch them Pantasoarus video Keeping yourself and others safe	
Week 4 Piece 4	YEAR 4 only Menstruation - circle of change	Puberty lesson What changes as we get older? What to expect –find out information about both boys and girls	Boy and girl changes cards to match: who gets what: New hair, body odour, broader chest, deeper voice, penis and testicles grow, breasts, spots, mood swings. Selection of recyclable and traditional period products to look at and discuss together Internal diagrams of boys and girls bodies to label	Year 4 on their own – both boys and girls together

			Q & A	
Rest of Class	Mindfulness	How to practice some mindfulness strategies		
Week 5 Piece 5	Start to recognise stereotypical ideas about parenting and family roles	Identify changes that have been and may be out of my control that I learn to accept. Changes of health, changes of the planet and environment. Changes that have happened to them		
Week 6 Piece 6	Identify what I am looking forward to new class/new year group mix	Accepting change		

JIGSAW ADAPTED PROVISION Changing Me (Sep 2020 = even years taught) (Sep 2021 = odd years taught)	Odd Year 5	Even Year 6	Key points/other messages	Lessons in their own year group
Week 1 Piece 1	Be aware of own self-image and how my body fits into that	Self image and how your body fits into that	Affirmation, perception, media projection, well being self esteem	
Week 2 Piece 2 *Y5 Animation	Explain how a girls body changes during puberty and understand the	Explain how girls and boys bodies change through puberty and understand the importance of	Menstruation card sort Worries	Both boys and girls

Female	importance of looking after yourself both mentally and physical	looking after yourself both mentally, physically and emotionally.	Exploration of sanitary goods 6. Male and female organs	
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<p>Year 6 CONCEPTION</p> <p>YEAR 6 Only</p> <p>How babies are made</p> <p>*Y6 animation</p> <p>Female</p> <p>Male</p>	<p>Year 6 piece (piece 3)</p> <p>Y6 animation – conception</p> <p>Describe how the baby develops through the nine months of pregnancy</p> <p>How babies are made (animation explanation)</p> <p>Q&amp;A</p>			
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<p>Week 4 piece 4</p> <p>*Y5 Animation</p> <p>Male</p>	<p>Describe how boys and girls bodies change through puberty</p> <p>BOYS</p>	<p>Explain how girls and boys bodies change through puberty and understand the importance of looking after yourself both mentally and physically and mentally.</p>		Both boys and girls
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<p>Week 5 Piece 5</p>	<p>Identify what I am looking forward to about becoming a teenager</p>	<p>Be aware of the importance of positive self esteem and how to develop it</p>	<p>Real self v ideal self</p> <p>Media presentation of male and female</p>	
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## Appendix 2: 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>
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> </ul>

	<ul style="list-style-type: none"> <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>

### Appendix 3: Parent form: withdrawal from sex education within RSE



**TO BE COMPLETED BY PARENTS**

Name of child		Class	
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	
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