

# **CREETING ST MARY CEVAP SCHOOL**



## **Relationships, Sex and Health Education Policy**

Date of Policy	September 2025 (Draft)
Review Date	September 2027
Head Teacher's signature	Mrs C Friar
Chair of Governors' signature	Mrs M Brame

The context and content of the teaching of relationship and sex education in this school are determined by the Christian values which are held by the Church of England (Valuing All God's Children). One of the four strands of the *Church of England Vision for Education* is dignity and respect. Children should be taught to feel content, living well in their own skin and happy for others for the skin they're in. The importance of emotional resilience and equality in relationships along with tolerance and mutual respect for relationships of all kinds will be promoted.

Consideration should be given to the qualities of relationships and the value of family life as well as personal responsibility and consideration for the community at large. The factual information about the physical aspect of reproduction is taught as part of the science curriculum within this framework and philosophy.

This policy will be informed by, and adhere to, the latest guidance and advice from the DFE.

### **Definition**

Relationship and sex education is lifelong learning about emotional, mental, moral and physical development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It has four main elements:

- attitudes and values (eg learning the value of respect, love and care);
- personal and social skills (eg learning to manage emotions and relationships confidently and sensitively);
- Knowledge and understanding (eg learning and understanding physical development at appropriate stages).
- Safeguarding (knowing what is and isn't appropriate behaviour and how to keep themselves safe)

### **Aims and Objectives**

This policy aims to:

1. Develop and reinforce the aims of the RSHE policy in all aspects of relationship and sex education.
2. Foster an understanding of the nature of personal relationships, love and family responsibilities.
3. Help and support young people through their physical, emotional and moral development.
4. Help young people learn to respect themselves and others, and move with confidence from childhood through adolescence into adulthood.
5. Encourage responsible behaviour and develop an awareness of the consequences when this is not observed.
6. Develop a reflective concern for the well-being of others.
7. Counter ignorance about sexual matters and develop an appropriate vocabulary.
8. Encourage positive attitudes to gender differences and strengths.
9. Prepare children for bodily changes and teach them about how puberty will affect their lives in different ways.
10. Provide pupils with knowledge and strategies to keep themselves safe.

### **Equality**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND by taking into account individual level of needs and matching teaching appropriately.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Creeping St Mary a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Our plans are designed to teach respect, relationships, families, puberty and sex education developmentally in school.

Sex education will be taught by the class teacher in an age appropriate and sensitive way which we believe will help to ready children for their move to secondary school. A follow-on question and answer session will be offered to the children with questions submitted in advance. The teacher will pick out those deemed age appropriate, and in line with relevant DFE documentation, and will circulate these to parents in advance so that any parents/carers who are unhappy with the nature of any of the topics raised may withdraw their children from this session separately.

Staff will also be afforded the flexibility to adapt their teaching to address opportunities or incidents that may arise throughout the year.

### **Early Years and Key Stage 1**

At this stage of their lives children are beginning to develop an awareness of the needs of others, to have respect for themselves and for the feelings of their peers. They will be encouraged to develop an understanding of, and ability to deal with, negative emotions such as anger and jealousy in a safe environment, guided by their teachers and other adults. Through these experiences they will ideally develop their own socially acceptable codes of behaviour, and develop a positive attitude towards their own and others' bodies. Different family situations may give rise to questioning and this must be dealt with in a respectfully sensitive way.

## Years 1 and 2 Plan

Science National Curriculum	Statutory Science requirement: Pupils should be taught that humans have offspring which grow into adults Non Statutory (i.e. baby-toddler-child-teenager-adult; they should not be expected to understand how reproduction occurs)
PHSE Suffolk County Council scheme	Personal Health and Safety <ul style="list-style-type: none"> <li>• How have I changed (baby to now – physically, socially and emotionally)</li> <li>• Body parts – male/female – SAFETOUCH Programme/pants video</li> </ul> Relationships – Expect Respect Programme <ul style="list-style-type: none"> <li>• Friendships – how do I feel?</li> <li>• Rights over own body – NSPCC</li> </ul> Media <ul style="list-style-type: none"> <li>• TV and me</li> <li>• Technology beyond school – Online safety</li> </ul>
LGBTQ	Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance. No Outsiders programme
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term – Hectors World - Thinkuknow
Physical health	Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating, dental hygiene, regular bedtimes, exposure to the sun. Keeping medicines safe, the dangers of household chemicals and calling the emergency services. Stranger danger and road safety. Bonfire Night Safety. Stay Bright, Stay Safe.
Mental Well-being	Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions. Half termly well-being checks will take place 1:1 with a TA and any matters arising will be shared with Mental Health Champions in school who will meet with the children to offer support and signpost advice. E.g childline. Self care techniques.

## Years 3 and 4 Plan

Science National Curriculum	Statutory Science requirement: None
PHSE Suffolk County Council scheme	<p>Personal Health and Safety</p> <ul style="list-style-type: none"> <li>• Growing and changing – How have I changed since starting school?</li> <li>• Challenging stereotypes</li> </ul> <p>Relationships – Expect Respect Programme</p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Family networks</li> <li>• Peer influences - NSPCC</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>• Influences and me - advertisements</li> <li>• Communication and technology – Online safety</li> </ul>
LGBTQ	<p>Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance.</p> <p>Discriminatory language challenged e.g. ‘You’re so gay/your pencil case is gay’</p> <p>No Outsiders programme</p>
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term
Physical health	<p>Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating, personal hygiene, regular bedtimes, exposure to the sun. Taking medicine from home or from the doctor and calling the emergency services. Basic first aid – dealing with common injuries. Dangers of Electricity</p>
Mental Well-being	<p>Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions Half termly well-being checks will take place 1:1 with a TA and any matters arising will be shared with Mental Health Champions in school who will meet with the children to offer support and signpost advice. E.g childline. Self care techniques.</p>

## Years 5 and 6 Plan

Science National Curriculum	<p>Statutory Science requirement: Describe the life process of reproduction in some plants and animals</p> <p>Non Statutory – pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals</p> <p>Statutory Science requirement: Describe the changes as humans develop to old age</p> <p>Non Statutory – they should learn about the changes experienced in puberty</p> <p>Statutory Science requirement: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
PHSE Suffolk County Council scheme	<p>Personal Health and Safety</p> <ul style="list-style-type: none"> <li>• Puberty – hygiene, development, changes – male/female</li> <li>• Peer influences – personal responsibility</li> </ul> <p>Relationships – Expect Respect Programme</p> <ul style="list-style-type: none"> <li>• How do I behave?</li> <li>• Growing up – awareness of dangers – inc grooming and sexual exploitation</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>• My computer and me – games/apps/social media – age restrictions</li> <li>• Information – social media, phones and the internet – Online safety</li> </ul>
LGBTQ	<p>Identity – if raised by pupils or parents – we will support by offering reassurance and respect for diversity within the parameters of the latest DFE guidance.</p> <p>Discriminatory language challenged e.g. ‘You’re so gay/your pencil case is gay’</p> <p>No Outsiders programme</p>
Safeguarding	NSPCC/Expect Respect
Online Safety	1 session each half term
Physical health	<p>Regular physical activity will be promoted across the whole school through PE sessions and additional sports provision at lunchtime and after school. Activities as part of science or maths curriculum offer cross-curricular links including the importance of healthy eating and risks associated with poor diet and unhealthy eating, personal hygiene – bacteria and viruses how they spread and how they are treated including vaccines, regular bedtimes, exposure to the sun. Drugs, alcohol and tobacco – facts about legal and illegal harmful substances and associated risks. Basic first aid – dealing with common injuries</p>
Mental Well-being	<p>Teachers will have regular discussions with children to provide them with the vocabulary to share how they are feeling. Discuss normal range of emotions Half termly well-being checks will take place 1:1 with a TA and any matters arising will be shared with Mental Health Champions in school who will meet with the children to offer support and signpost advice. E.g childline. Taking care to pass on concerns about other people. Self care techniques.</p>

Following consultation with parents, many felt that by Year 6 their children had become embarrassed to talk about sex education and that they would benefit from earlier discussions. We therefore teach children annually in Year 5 and in Year 6 about changes in puberty and how babies are made.

Teaching will be split into 3 lessons:

- 1) Preparing for changes in puberty – male/female, hygiene, development and changes
- 2) Sexual reproduction in humans – how babies are made, how they are born
- 3) Questions and answers – Children to write questions which will be sent home as a list so that parents can prepare for what the children want to know.  
Teachers will disregard any questions not covered within this policy or DFE guidance eg sexual practices, abortion

Parents will be informed before the lessons take place when children will be covering the topic.

**Below is a summary of statutory and non-statutory requirements placed on the school.**

#### **Statutory content: RSE**

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. We acknowledge that parents/carers are a child's first and most effective teacher and our aim is to educate pupils about these important subjects alongside parents and carers.

#### **National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

**There continues to be no right to withdraw from national curriculum science.**

#### **Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

**There is no right to withdraw from Health Education**

#### **Relationships Education**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

**There is no right to withdraw from Relationships Education**

### **Safeguarding**

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

### **Non-statutory RSHE**

**Sex Education** that goes beyond national curriculum science

The Government and local advisors strongly recommend, and governors have decided after consultations with parents/carers, to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in Year (5/6) following on from the science National Curriculum which teaches about sexual reproduction in mammals.

**Parents/carers have a right to withdraw their child from Non-statutory RHSE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.**

### **Monitoring and Evaluation**

To ensure that the teaching and learning of RSHE in our school is of the highest standard the Subject Leader, Headteacher and nominated governor will take part in the school's annual review programme of subject monitoring. This will include gathering evidence from curriculum coverage (plans and book looks), lesson drop-ins, staff and pupil perceptions and pupil behaviour in and around school. This information will be used to prioritise next steps in the subject Action Plan.

### **Review**

This policy will be reviewed every two years and will include parental consultation and full governing body approval.