Coates Primary School

Relationships and Sex Education Policy

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1. Context

This Relationships Education Policy should be read in conjunction with our PSHCE Policy.

1.1 Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision which is...

Reach For The Stars - Be The Best That You Can Be!

1.2 Context of Wider PSHCE

We deliver Relationships Education and Sex Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, social skills interventions, Anti-bullying week and working with the Mental Health and Wellbeing Team.

1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop healthy, respectful, caring relationships based on mutuality, reciprocity and trust and to help them to build and maintain healthy relationships in all situations
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children and understand the variety of views, beliefs and identities that shape families and relationships
- explore relationships in ways appropriate to their age and stage of development and to recognise and avoid coercive and exploitative relationships
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

2. Implementing Our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and we ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- the accessibility and appropriateness of teaching resources
- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

2.2 Equality

The Equality Act l2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles, beliefs and family structures so that all children see themselves and their families reflected back in their lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age-appropriate ways.
- Where parents/carers have made us aware of their cultural or religious views or beliefs about families, relationships or identities, we will ensure these perspectives are included (unless they are unlawful).
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop respectful, inclusive communication skills.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups. We will offer small single-sex groups where cultural or religious views or beliefs cause children and/or their families to feel uncomfortable in mixed-sex groups. When teaching in single-sex groups, the needs of non-binary children and their parents/carers will be taken into account.
- We will encourage, respect and build skills to enable children to identify and report abusive and exploitative behaviours.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationships Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent child on child abuse (Ref KCSIE 2025 para 128-30).

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM) (KCSIE 2025 p162). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Leads (Lindsey Boucher – Headteacher and Alex Saberton-Kitch – Deputy Headteacher) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. Children of primary age are not deemed able to give meaningful consent to any sexual activity. The member of staff receiving the report/disclosure will follow Safeguarding Procedures and report concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with parents/carers. It also takes into account the views of pupils, staff and governors. By asking for the views of these groups, we ensure that our provision best meets the needs of pupils. The consultation was carried out alongside engagement with parents/carers to share information about the content and purpose of Relationships Education and Sex Education, highlighting statutory requirements, and its importance for promoting and protecting the wellbeing of all children.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Individual parents/carers are not able to veto curriculum content (Ref DfE RSHE para 56). The final decision on policy and delivery has been made by the governors in collaboration with staff, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Parents/carers, pupils, staff and governors have been given information about Relationships Education, Sex Education and associated duties in ways which are accessible and appropriate to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education and Sex Education.

All parents/carers and pupils have been proactively invited to engage with the consultation directly through discussions and informative meetings.

We have invited parents/carers to find out more about the curriculum and policy content through sharing sample lesson content and information sessions.

Parents/carers have also been represented by a working party and pupils have been represented by a focus group.

Further consultation with parents/carers and pupils on our policy will be carried out at least every 3 years.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education and Sex Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as Sex Education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education and Sex Education. This is completed by the PSHE Co-ordinator who has had training regarding Relationships Education and Sex Education to ensure that everyone feels equipped and confident in their teaching of these areas. We will also encourage the sharing of good practice between colleagues in our school and further afield. We may also use team teaching to develop teacher confidence.

3.2 Engaging with Pupils

We recognise that an inclusive and well-sequenced Relationships Education and Sex Education curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging (Ref DfE RSHE para 15a). We will involve pupils in the evaluation and development of the Relationships Education curriculum in ways appropriate to their age. We will seek opportunities to discuss children's views about the content, accessibility and relevance of their lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will consult pupils about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

Their roles and responsibilities include:

- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of a governors' meeting. The policy is available on the school's website. Our school has a link governor for PSHCE/RSE. Please contact the school office/see the school website for further details.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers about curriculum purpose, content and teaching materials
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education (Ref DfE RSHE para 55). We will encourage this partnership by:

- Sharing information about our curriculum on our website
- Informing parents/carers by leaflet and letter of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school prospectus/website
- Providing supportive information about parents'/carers' role in Relationships Education, enabling them to speak with their children at home
- Inviting parent/carers to discuss their views and raise questions about Relationships Education through arranged meetings
- Signposting parents/carers to sources of information and support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.4.1 Sharing Teaching Materials with Parents/carers

We recognise that it is the best interests of our children that we engage with parents/carers on the content of Relationships Education and Sex Education and share with transparency, our lessons outlines and teaching materials (Ref DfE RSHE para 15b).

We will share a representative sample of the teaching materials for RSE that children will use with parents/carers, enabling them to continue the conversations at home. This sample will be shared through our proactive engagement activities. Lesson outlines and sample teaching materials for our RSE topic will be shared at our drop-in sessions and then sent by email to all parents/carers. We will also share resources used in our Diversity and Community topic which includes teacher about stereotypes and gender on request. (para 72) If Parents/carers wish to see all the teaching materials that the children will engage with in RSE, they must contact the school office to arrange a meeting. Where we share resources, we will where possible, put IT systems in place to ensure that the teaching materials/resources are not downloadable. Parents/carers will be

made aware of the copyright law applying to the resources and will be asked not to copy or share the resources further, in accordance with copyright law (Ref DfE RSHE para 59-60).

If a meeting is requested regarding resources and/or content, it will ideally be held on school premises, in person, to better allow for discussion. If an in-person meeting is not possible, the meeting may be arranged online. If this is not possible, parents/carers may request that paper copies of teaching resources are sent home. Parents/carers will be made aware of the copyright law applying to the resources and will be asked not to copy or share the resources further, in accordance with copyright law (Ref DfE RSHE para 59-60).

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We plan for school staff to deliver all Relationships Education and Sex Education content. We may invite visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met and the visitors adhere to the content coverage agreed in this policy.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of this.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation and Delivery

Our Relationships Education Curriculum (see Appendix 7.1) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2025), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group where children revisit and build on knowledge and concepts as they progress through school. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. Topics where Relationships Education objectives are significant are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, visits from Life Education, social skills groups, involvement in school trips and adventurous activities.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, respecting other people's viewpoints and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to build relationship skills, reflect on our needs and views, explore other people's perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire. These questions are set out in our Personal Development Frameworks.

4.1.1 Creating a Safe Learning Environment

Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- when information might be shared outside the lesson, in accordance with safeguarding duties
- strategies for checking or accessing information.

4.1.2 Distancing Techniques

In order to protect children's privacy and to enable them to better learn about concepts without emotional distress, we will employ teaching strategies which enable them to discuss issues without disclosing personal experience or encouraging personal reflection on matters which may have been difficult or traumatic. For example, we will use fiction, case studies, role-play, AVs to enable children to share ideas and opinions about third parties and to practise their decision-making skills without building emotional discomfort or distress.

4.1.3 Single-Sex groups

Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. We will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with parents/carers and the pupils themselves, when deciding on grouping arrangements.

4.2 Relationships and Sex Education (RSE)

Our RSE topics combine elements of the statutory content in Relationships Education and Health Education with non-statutory content in 'Sex Education'. See Section 5 below.

4.2.1 Our Aims for 'RSE'

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children primarily learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

This topic includes content taken from the 'Families and People who Care for me' and 'Being Safe' sections of the DfE statutory guidance for Relationships Education. It is also the main location of teaching statutory content from the 'Developing Bodies' element of Health Education, along with some aspects of 'Health Protection and Prevention'.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstruation
- understand the attitudes and skills needed to maintain personal hygiene.

4.2.2 Our School Context

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and developing bodies). This combination offers the best location for our provision of non-statutory sex education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, sexual reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We may deliver introductory teaching about puberty at Y4, depending on the needs of each cohort. Parents will be informed about any additional teaching being offered at Y4 and will be asked to reflect on the needs of their child.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

4.3 'Family and people who care for me' and 'Caring friendships'

This area of the statutory content is delivered in a variety of different topics in our programme. Key topics for delivering content are 'Anti-bullying' and 'Family and Friends'.

4.3.1 Our Aims for 'Anti-bullying' and 'Friends and Family'

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered, all contribute to the development of these skills.

These two topics contain the main location for our teaching on the statutory content from the 'Families and People who Care for me' and 'Caring Friendships' sections of the DfE statutory guidance for Relationships Education.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

4.3.2 Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in Anti-bullying week, Peer mediators, assembly programme.

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. Peer mediators, additional programmes of work within classes.

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour Discipline and Anti-bullying, Acceptable Use.

4.4 Respectful, kind relationships

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering content is 'Diversity and Community'.

4.4.1 Our aims for 'Diversity and Community'

We recognise that children learn about diversity in a variety of different ways and from a variety of sometimes contradictory sources. We will carry out our responsibilities under the Public Sector Equalities Duty to reduce discrimination, advance equality of opportunity and encourage good relations between different groups. We hope that our topic on Diversity and Community will support children to prepare for the opportunities, responsibilities and experiences of later life in modern Britain (Education Act 2020/Academies Act 2010) where they will meet a wide range of diverse people with different characteristics, including the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

This topic includes content taken from the 'Respectful, kind relationships' sections of the DfE statutory guidance for Relationships Education and supports us in teaching children about the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This topic also provides a vehicle for us to carry out our responsibilities to prevent child on child abuse (KCSIE 2025) particularly in the context of prejudiced language or behaviours and prejudiced related bullying.

In addition to our broad aims for Relationships Education, in our planned lessons on Diversity and Community we aim to ensure that children:

- develop their understanding that they and others should be treated with respect, including those who are different from them (physically, in character, in personality or background) or who make different choices or preferences or have different beliefs.
- build a strong sense of their own identities and the different and changing facets that contribute to these.
- understand about stereotypes and how to identify and challenge them.
- understand the benefits for them and others of engaging in a range of ways in their immediate and wider communities.

4.4.2 Our School Context

In our lessons we plan to 'reflect back' the views and experiences of different families, so that every child is able to hear familiar and unfamiliar views, learning respectful communication, even if there is disagreement. We will ensure that information we share is medically and legally accurate.

4.4.2.1 LGBT Content

We note the DfE's encouragement that primary schools should teach about 'healthy, loving relationships' (DfE RSHE paras 67-72). We will therefore teach about same sex relationships in the context of a wide range of family structures, in age-appropriate ways that will be familiar to our children, so that they understand that their peers' families might not be the same as theirs.

We understand that there is significant, current debate about the concept of gender identity, that parents/carers will have different views and that children will have heard some of these. We will enable children to reflect on differing views with empathy and respect. We will teach children to identify and

challenge stereotypes based on gender and any negative behaviours that stem from sexism or misogyny. We will ensure that children are aware that those with the protected characteristic of gender reassignment or sexual orientation must be treated kindly, with respect and without prejudice.

4.4.2.2 Religion and belief

We recognise that parents/carers in our school community may hold differing religious views and beliefs, even if they follow the same religion. We will encourage them to talk with us about these views so that we can 'reflect them back' to the children, in our lessons. We may use phrases such as 'Some people believe X, some people believe Y.' We will be clear when we are delivering content that reflects religious belief. We will not ask children to explain their family's religious perspective on a topic, unless they choose to do so. We will make it clear when we are teaching about the law or medical fact.

4.5 Being Safe

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering this content is 'Being Safe'.

4.5.1 Our Aims for 'Being Safe'

A culture of safeguarding runs through everything we do in school. In this topic, we aim to proactively teach skills and attitudes which will enable children to keep themselves safer.

This topic includes content taken from the 'Being safe' section of the DfE statutory guidance for Relationships Education and supports us in fulfilling our duties (KCSIE 2025) to prevent child on child abuse and to enable children to report concerns and abuse, both on and offline.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Being Safe' we aim to ensure that children:

- understand about boundaries in peer and child/adult relationships and how to communicate about these.
- understand concepts of bodily autonomy and privacy.
- recognise when a relationship is harmful or abusive and be able to report abuse or concerns about behaviour on or offline.
- develop skills to communicate concerns and to be persistent with trusted adults.

4.5.2 Our School Context

Children will learn a broad range of safeguarding skills and strategies which will be exemplified and reinforced through our teaching content and through everyday practice and consistent adult role modelling and support. In line with our safeguarding policies, all adults will be trained to respond to any behaviour or concern that might indicate a safeguarding need.

4.6 Online Safety and Awareness

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering content is 'Digital Lifestyles'.

4.6.1 Our Aims for 'Digital Lifestyles'

In this topic, we aim to proactively teach skills and attitudes which will enable children to reap the benefits of the increased technological connectivity, whilst ensuring that they and their parents/carers are aware of the skills and actions they should take to keep themselves safer.

This topic includes content taken from the 'Online Safety and Awareness' section of the DfE statutory guidance for Relationships Education. It should be noted however that many elements of 'Online Safety and Awareness' are addressed in other topic areas, such as 'Family and Friends' and 'Anti-bullying'.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Digital Lifestyles' we aim to ensure that children:

- understand how to show the same levels of respect in online interactions as in those which are face to face.
- develop critical thinking skills about the information they see online and the interactions they have.
- develop understanding that some content online is not appropriate for children and build skills to report and ask for help, when they encounter it.
- recognise the benefits and risks of sharing information online and how to seek help.

4.6.2 Our School Context

Every school in the country is finding its way through the new opportunities and risks that use of technology brings. We recognise that we must work in partnership with parents/carers to inform them about the risks to their child's health and wellbeing of unrestricted or poorly supervised online activity.

We recognise that our Safeguarding duties extend to the online world, not just in protecting children from predatory adults, but from children's interpersonal difficulties which may be caused and/or exacerbated by the use of technology. We are aware of our duties in KCSIE to keep children safe online and to prevent child on child abuse.

4.7 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education and Sex Education. We will avoid a 'resource-led' approach, instead we will focus on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives and the needs of the children. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education.
- relate to the aims and objectives of this policy.
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- appeal to adults and children.
- are up-to-date in factual content.
- are produced by a reputable organisation.
- do not show unfair bias e.g. towards a commercial product, religious view point.
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity.
- encourage active and participative learning.
- conform to the statutory requirements for Relationships Education.

4.8 Safe and Effective Practice

In our school we have a clear Code of Conduct that outlines confidentiality, which is shared with staff, pupils and parents/carers. The policy states that:

- Staff are unable to offer absolute confidentiality, in line with safeguarding practice.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Safeguarding and Confidentiality Policies. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

4.8.1 Answering Children's Questions

We acknowledge that sensitive and complex issues will arise in Relationships Education and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, but within our curriculum plan (YR-Y6), in a sensitive and age-appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question which goes beyond the planned content for that age group, or indeed whether they wish to answer it, they will seek guidance from the PSHCE Co-ordinator/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult. If a question is asked that is not within a child's year group, parents will be notified by the class teacher to ensure that the parent can further discuss the matter/ question raised.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school's Safeguarding policy.

4.9 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

The PSHCE Co-ordinator will ask staff to reflect on the effectiveness of learning in units of work, using annotated planning.

We will ask the children to record key learning activities in a PSHCE Book that they use throughout the year, to show their development and progress.

5. Sex Education Policy

5.1 Definition of Sex Education

We define Sex Education as learning about human conception and birth.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme (Ref DfE RSHE para 30) and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE (Ref DfE RSHE para 31).

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn detailed biological information about human sexual reproduction until Y5/6. They will learn about sexual intercourse in the context of sexual reproduction.

Y1/2 will learn that human babies grow inside their mothers and that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

This learning is part of the Science curriculum and parents/carers do not have the right to withdraw their child. It is included here as it is the beginning of a progression of learning.

Y3/4 will learn that every human began when a seed from a male and an egg from a female join. They will not yet learn about how egg and sperm join. This learning is classed as Sex Education and parents have the right to withdraw.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate biological detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the stories of children and families they know. This learning is classed as Sex Education and parents have the right to withdraw.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently, and to understand the relevance of puberty to sexual reproduction.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils. Teachers will always have at least one other adult in the classroom when delivering this area.

Parents/carers will be informed by letter via ParentMail about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be withdrawn from Sex Education

Ref DfE RSHE paras 16-23. Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education. Before granting any such request the Head Teacher/PSHCE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the purpose of the curriculum to enhance safety and wellbeing. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes (Ref DfE RSHE paras 16-23).

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education linked to other areas of Relationships and Health Education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/Head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the PSHCE Leader, parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

7. Appendices

Long Term Plan Overview

7.1 Our Relationships Education

Reception	Year 1	*Year 2*
My Body and Growing Up (BG F)	**Relationships and Sex Education (RS 1)**	**Relationships and Sex Education (RS 2)**

a) What does my body look like? b) How has my body changed as it has grown? c) What can my body do? d) What differences and similarities are there between our bodies? **e) How can I look after my body and keep it clean? MS** **f) How am I learning to take care of myself and what do I still need help with? MS** g) Who are the members of my family and trusted people who look after me? h) How do I feel about growing up?	**a) What are the names of the main parts of the body? DB2** **b) How has my body changed since I was little? DB1** c) What can my amazing body do and how has this changed since I was younger? **d) When am I in charge of my actions and my body? BS3** **e) How can I keep my body clean? HPP5** f) **How can I avoid spreading common illnesses and diseases? HPP5**	**a) How do babies change and grow? NC Science/DB1** b) What's growing in that bump? NC science c) How have I changed since I was a baby? NC science **d) What are my responsibilities now I'm growing up? DB3** **e) What do babies and children need from their families? FP4** *f)* **Which stable caring relationships are at the heart of families I know? FP4**

Year 3	Year 4
Relationships and Sex Education (RS 3) **a) How are male and female bodies different and what are the different parts called?-DB2** **b) When do we talk about our bodies how they change and who do we talk to? DB1** c) Can I describe new or developing physical skills and how special my body is? **d) Why is it important to keep myself clean? HPP5** **e) What can I do for myself to stay clean and how will this change in the future? HPP5** **f) How do different illnesses and diseases spread and what can I do to prevent this? HPP5**	**Relationships and Sex Education (RS 4)** **a) What are the main stages of the human life cycle? NC Science/DB1** b) How did I begin? Sex Ed **c) What does it mean to be grown up? DB3** **d) What am I responsible for now and how will this change? DB3** e) **How do different families care for their children physically and emotionally? FP4**

Year 5	Year 6
Relationships and Sex Education (RS 5) **a) What are male and female sexual parts called and what are their functions?-DB2** **b) How can I talk about sexual body parts comfortably, confidently and appropriately BS6** **c) What happens to different bodies during puberty? DB1** d) What might influence my view of my body? **e) How can I keep my growing and changing body clean? HPP5** f) **How can I reduce the spread of a wider range of viruses and bacteria? HPP5**	**Relationships and Sex Education (RS 6)** a) What are the different ways babies are conceived and born? Sex Ed **b) What effect might puberty have on feelings and emotions? DB3** c) When can I take responsibility for how others feel? RKR1 **d) What should adults think about before they have children? FP4** **e) Why might people get married or become civil partners? FP5** f) What are different families like? FP3

Family and Friends and Anti-bullying

Reception	*Year 1*	*Year 2*
Family and Friends (FF F) **a) Who are my special people and why are they special to me? BR** **b) Who is in my family and how do we care for each other? BR** **c) What is a friend and how can I be a good one? BR** **d) How do I make new friends? BR** **e) How can I respect my own needs and the needs of others? BR** **f) How can I make up with friends when I have fallen out with them? BR** **g) How does what I do affect others? BR** h) Do I know what to do if someone is unkind to me? SR	**Family and Friends (FF 1/2)** **a) Can I describe what a good friend is and does and how it feels to be friends? CF1/2** **b) How can I still have fun if I don't have a friend to play with? CF3** **c) Why is telling the truth important? CF4** **d) What does being 'bossy' mean? RKR4** **e) What skills can I use to make and build friendships? RKR6** **f) How might communicating with friends be hard and how might we feel? RKR3** **g) How can I try to mend friendships if they have become difficult? CF6** **h) What is my personal space and how do I talk to people about it? BS1** **i) Who is in my family and how do we care for each other? FP1** j) Who are my special people why are they special and how do they support me? CF4	**Anti-bullying (AB 1/2)** **a) Why might people fall out with their friends?-CF2** **b) Can I describe what bullying is? RKR9** c) Do I understand some reasons people might bully others? RKR5 **d) Why is bullying never acceptable or respectful? RKR9** **e) How might people feel if they are involved in bullying? GW7** **f) Who can I talk to if I have worries about friendship difficulties or bullying? CF7** **g) Can I be assertive? CF7** **h) What sorts of things could I do if I think someone is being bullied? RKR9** **i) What does my school do to prevent bullying? -RKR9** *j)* **How do people help me to build positive and safe relationships? CF2**

Year 3	Year 4
Family and Friends (FF 3/4) **a) How do good friends behave on and offline and how do I feel as a result CF1/2** **b) What can I do when I feel left out of people's play? CF3** **c) What is a healthy friendship and how does trust play an essential part? CF4** **d) What is 'give and take' in a healthy friendship? RKR4** **e) What skills do I use for choosing, making and developing friendships and how effective are they? RKR6** **f) How can I help to resolve disagreements positively by listening and compromising CF5** **g) Can I empathise with other people in a disagreement? CF6** **h) Who can I talk to when friendships get difficult? BS5** **i) How can I check with my friends about their personal boundaries? BS1** **j) How do my family members help each other to feel safe and secure when things are tough? FP2**	**Anti-bullying (AB 3/4)** **a) How are falling out and bullying different? CF2** **b) What are the characteristics of different types of bullying? RKR9** **c) How do people try to use power when they bully others? RKR9** d) How can lack of respect and empathy for others make bullying more likely? RKR5 **e) What differences are there between direct and indirect forms of bullying? RKR9** **f) Do I understand that bullying might affect how people feel for a long time? GW7** **g) What are bystanders and followers and how might they feel?-RKR9** **h) How can I support people who are being bullied by being assertive? CF7** **i) What skills do I need to develop to be an 'upstander' and to seek help? RKR9** **j) How does my school prevent bullying and support people involved? RKR9**

k) **Who is in my network of special people now and how do we affect and support each other? CF4**	

Year 5	Year 6
Family and Friends (FF 5/6) **a) What are the characteristics of healthy friendships on or offline and how do they benefit me? CF1/2** **b) How can I be a good friendship role model? CF3** **c) How do trust and loyalty feature in my relationships on and offline? CF4** **d) Can I spot when a friendship is not mutual and ask for help? RKR4** **e) What skills do I use to make and develop friendships online? RKR6** **f) Can I always balance the needs of family and friends and how do I manage this? RKR1** **g) Can I communicate empathise and compromise when resolving friendship issues? CF6** **h) What can I do and say when a friendship breaks down? BS5** **i) How can I check that my friends give consent on and offline? BS1** **j) How do people in my family continue to support each other as things change? FP2** k) **Who is in my networks on and offline and how have these changed and how do we support each other? CF4**	**Anti-bullying (AB 5/6)** **a) Can I explain how people who bully might use exclusion or manipulation? CF2** b) Are there different rates of bullying online or in person? OSA1 **c) Can I define the characteristics and different forms of bullying, on and offline? RKR9** **d) What does indirect bullying look like within groups and how can I respond? RKR9** e) Might people in particular groups experience bullying in different ways? RKR5 **f) How does prejudice sometimes lead people to bully others? RKR9** g) How do people bully others online and how can I help others to prevent and manage this? WO8 **h) How might bullying on an offline affect people's mental well-being and behaviour GW7** **i) How can I safely be an assertive 'upstander' in bullying situations and get help from a trusted adult? RKR9** j) **Can I identify ways people can work together to prevent bullying in school and the wider community? RKR9**

Diversity and Community and Being Safe

Reception	Year 1	Year 2
Identities and Diversity (ID F) **a) Who are the people in my class and how are we similar to and different from each other? PCC** b) Who are the people in my family, and who are the people in other families? c) What is especially important to my family and me? **d) What are some of the similarities and differences in the way people live their lives? PCC** **e) What is life like in other countries? PCC**	**Being Safe BS 1/2** **a. Can I identify different feelings and tell others how I feel? GW** **b. Which school/classroom rules are about helping people to feel safe? BS** **c. Can I name my own Early Warning Signs? BS** d. How do I know which adults and friends I can trust? CF **e. Who could I talk with if I have a worry or need to ask for help? BS** **f. What could I do if a friend or someone in my family isn't kind to me? BS** **g. Can I identify private body parts and say 'no'**	**Diversity and Community DC1/2** **a) What makes me 'me' what makes you 'you'? RKR8** **b) Do all boys and girls like the same things? RKR8** **c) What is my family like and are all families the same? FP3** **d) What different groups do we belong to RKR5** **e) What is a stereotype, and can I give some examples? RKR10** **f) Who helps people in my locality and what help do people need? GW1** **g) What does my community mean and how does it feel to belong to it GW1** **h) How do people find out about what is happening in my community** i) How do we care for animals and plants? GW1

f) How can we value different types of people including what they believe in and how they live their lives? g) **How do we celebrate what we believe in and how is this different for different people? PCC**	**to unwanted touch? DB/BS** **h. What could I do if I feel worried about a secret? BS** **i. What could I do if something worries or upsets me when I am online? BS/WO**	j) How can I help look after my school?

Year 3	Year 4
Being Safe BS ¾ **a. How do I recognise my own feelings and communicate them to others? GW** b. Which school/classroom rules are about helping people to feel safe? RKR **c. Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS** **d.** What qualities do trusted adults and trusted friends have? CF **e. Who is on my network of support and how can I ask them for help? BS** **f. What could I do if I feel worried about a friendship or family relationship? BS** **g. What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS** **h. How can I decide if a secret is safe or unsafe? BS** i. **How can I keep safe online? BS/WO**	**Diversity and Community DC 3/4** **a) What have we got in common and how are we different? RKR8** **b) How might other people's expectations of how girls and boys should behave affect our choices? RKR8** **c) How are our families the same and how are they different? FP3** **d) Do people who live in my locality have different traditions, cultures and beliefs RKR5** **e) How does valuing diversity benefit everyone? RKR5** **f) Why are stereotypes unfair and how can I challenge them? RKR10** **g) How do people in my community benefit from belonging to different groups? GW1** **h) What are the roles of people who support others with different needs in my community? GW1** i) How does the media work in my community? **j) How can we care for the local environment and what are the benefit? GW1** k) What do animals need and what are our responsibilities?

Year 5	Year 6
Being Safe BS 5/6 **a. How do I recognise my own feelings and consider how my actions may affect the feelings of others? GW** **b. Can I use my Early Warning Signs to judge how safe I am feeling? BS** c. How do I judge who is a trusted adult or trusted friend? CF **d. How can I seek help or advice from someone on my network of support and when should I review my network? BS** **e. How could I report concerns of abuse or neglect? BS** **f. Can I identify appropriate & inappropriate or unsafe physical contact? BS** **g. How do I judge when it is not right to keep a secret and what action could I take? BS** **h. How can I recognise risks online and report concerns? OSA** **i. What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS**	**Diversity and Community DC5/6** **a) How do other people's perceptions views and stereotypes influence my sense of identity? RKR8** **b) How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? RKR8** **c) What are people's different identity's locally and in the UK? RKR5** **d) How can I show respect to those with different lifestyles beliefs and traditions RKR5** **~~e)~~ Which wider communities and groups do I belong to and how does this benefit me? GW1** **f) What are voluntary organisations and how do they make a difference? GW1** g) What is the role of the media and how does it influence me and my community? h) **Who cares for the wider environment and what is my contribution? GW1**

7.2 Linked National Documents

RSE and Health Education 2025

Children and Social Work Bill 2017.

Equality Act 2010

Keeping Children Safe in Education

7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs.
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Contribute their views and ideas in support of the development of RSE for their pupils.
- Professional guidance and support.
- A clear understanding of school policy relating to RSE.

Parents/carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy, delivered in an accessible way.
- A safe learning environment for their children.
- Information on how and when their children are taught RSE.
- Understand their right to withdraw their child from the aspects of the curriculum defined as ‘sex education’ and the process for expressing this right.
- Have their views and needs listened to in a respectful, non-judgemental manner.