



"Mighty oaks from little acorns grow"

HAYTON C E PRIMARY SCHOOL

Relationships and Sex Education Policy

Signed by:

Chair of Governors:

Head teacher:

Review date: September 2025

Hayton C of E Primary School is committed to providing effective Relationship and Sex Education. (RSE). RSE in our school will help to support the promotion of the physical, mental, emotional, social and moral development of our pupils, at school and in society, in line with the statutory guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.

1. Aims

Our aim is to provide a comprehensive, robust curriculum of education that ensures the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, are addressed, alongside the essential understanding of how to be healthy. Underpinning these key foundations will be teaching about mental health. We acknowledge that children are growing up in an increasingly complex world, therefore, our content will provide them with the knowledge and capability to take care of themselves, seek support if problems arise and develop the skills of listening, empathy and talking about feelings and relationships. It will also promote resilience and support pupil's self-worth and wellbeing. Overall, the content will enable pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and to become active and informed citizens. It will support young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. The materials and resources that are used are available on request.

2. Objectives

Our programme of education will meet all compulsory components of the statutory guidance for RSE and complement Personal, Social, Health and Economic Education provision in school. We endeavour to equip our pupils with the knowledge, skills and understanding necessary to support them in their journey through primary education, successful transition onto secondary school and ultimately help to prepare them for the opportunities, responsibilities and experiences of adult life. To this end our curriculum will be interwoven with the development of personal attributes including, integrity, generosity and honesty. The attributes gained by the pupils will support their own and others' wellbeing and attainment, enabling them to make informed decisions about their wellbeing, health and relationships and to ultimately build their self-efficacy.

3. Delivery.

The 'Kapow' Relationships and Sex Education scheme: teaching SRE with confidence in Primary Schools scheme of work is adopted in school and has been updated to reflect the statutory guidance in 2019. This comprehensive scheme of learning covers all aspects of relationships and sex education for children in primary school. The resource is designed to be used in Reception through to Year 6. The scheme provides lesson plans and teaching materials which build and reinforce learning from previous years, in the form of a spiraling curriculum which allows for greater depth of learning (see Appendix 1).

All teachers will work closely with colleagues in related curriculum areas to ensure the teaching provided compliments and doesn't unnecessarily duplicate content. The scheme has cross-referenced links with the science curriculum (See Appendix 1).

Relationship education is compulsory in all primary schools. Our chosen scheme of work covers everything in line with the statutory guidance about health and relationships including puberty (See Appendix 1). The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. For how this links with the lesson plans in our scheme of work see Appendix 1 for further details.

Sex education is not compulsory in primary schools, however, the DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils. It also recognises the importance of the transition phase before pupils move to secondary school in supporting pupils' ongoing emotional and physical development effectively. In accordance with this our school will provide a sex education programme that ensures both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Teaching will be graduated and age-appropriate, taking into account the developmental differences of pupils, recognising the significance of other factors, such as any special educational needs or disabilities of pupils. As with all aspects of RSE teaching this will be delivered sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/carers whilst providing pupils with the knowledge they need of the law. Hayton C of E school recognises the vital role parents and carers have as prime educators of their children in many of the listed matters and aims to work in partnership with parents to both complement and reinforce their child's understanding in RSE. A fundamental element of this partnership is that parents/carers sign a consent form of agreement for their child/children to take part in the RSE programme. The parents/carers of any new pupils, such as those joining reception or through in term admissions, are also offered the opportunity to view materials and have an opportunity, if desired, to discuss any aspects of the curriculum with the lead teacher.

RSE is now firmly embedded in our curriculum following a robust period of planning and consultation with staff, parents/carers and the Governing Body. Core knowledge is broken

down into units of manageable size and communicated clearly to pupils. However, parents/carers have the right for their children to be excused from any RSE that falls outside of the statutory curriculum for Science education. Parents do not have the right to withdraw children from relationships or health education. Any parents/carers expressing concerns will be invited into school for discussions with the head teacher and teachers responsible for delivering the programme, and to view materials and resources.

Good practice considers the discussion surrounding the nature and the purpose of the curriculum, the importance of the education and any detrimental effects that withdrawal might have on the child, including the social and emotional effects of being excluded as well as their child hearing the information via their peers not directly said by the teacher. This process shall be documented by the school and a record kept. Should parents/carers still decide to exercise this right, school will make provision for the supervision of the child within another classroom.

Teachers will answer pupil questions sensitively and appropriately depending on the knowledge of the pupils and their circumstances and using their professional judgement, with reference to the law and in line with this policy. Primary aged children may ask questions which go beyond the 'Kapow' scheme materials and, in that instance, parents will be invited to support pupils with their questions. In school, non-judgemental support, understanding, clear explanations and sign-posting will be given due consideration if deemed appropriate. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. (DfE 2019 RSE guidance).

4. Religion and Belief

At Hayton CE Primary School we will reflect the law as it applies to relationships and schools and comply with the relevant provisions of the Equality Act 2010.

5. Pupils with Special Educational Needs and Disabilities (SEND)

Delivery of the content will be made accessible to all pupils, including those with SEND. Hayton CE Primary School is aware of the possibility that some pupils with SEND may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. To ensure content is accessible to all pupils, differentiated resources and teaching may be required depending on the needs of the child and paying due consideration to the 'Preparing for Adulthood' from the SEND Code of Practice. Ref: SEND code of practice: 0 to 25 years section 7.38.

6. Equality

Under the provisions of the Equality Act (2010), Hayton CE Primary School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief (collectively known as the protected characteristics). Through RSE we will engender

the promotion of an environment which fosters healthy and respectful communication, challenging perceived limits on pupils based on their gender, or any other characteristic.

At Hayton CE Primary School our teaching will reflect the law (including the Equality Act 2010) as it applies to relationships so pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

7. Safeguarding.

Fundamental to RSE is a focus on keeping children safe. Keeping Children Safe in Education (KCSIE) sets out that all schools should ensure that all children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. It is recognised that good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports, thus children should be made aware of how to raise their concerns in an age-appropriate manner. This includes processes when they have a concern about a friend or peer. If teachers have any concerns about a child or children, they must follow safeguarding procedures in line with Hayton CE Primary School's Child Protection Policy and KCSIE.

8. Resources

At Hayton CE Primary School, we use The Kapow scheme of work. It contains all the age appropriate resources for teachers to use. The full curriculum file is available as a hard copy in the Head Teacher's office on request.

9. Staff Development

The governors acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues.

10. Communication

RSE is well embedded in our curriculum following a robust period of consultation with staff and parents. However, in light of the DfE guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, parents received updated information (See Appendix 3).

Any new parents to the school, such as those joining Early Years or through in term admissions, are offered the opportunity to view the materials and asked to sign a consent form for their child to start the CWP curriculum.

The curriculum is monitored and evaluated through regular review of the PSHE and RSE Action Plan.

This policy is published on the school website and is available as a hard copy, on request, free of charge.

11. Bibliography

Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
Equality Policy and Single Equality Scheme 2010
Special Educational Needs Code of Practice 2001
Sex and Relationship Education Guidance 2000
Special educational needs and disability code of practice: 0 to 25 years 2015

Appendix 1

Dear Parents,

As many of you will be aware, the Department of Education has recently published statutory guidance relating to Relationship and Sex Education (RSE) in schools. (DfE, 2019)

At Hayton School, we are already committed to providing a high quality, age appropriate, comprehensive whole school approach to RSE through our delivery of the 'Kapow' scheme of work. The programme we deliver in school, already fulfils much of the compulsory curriculum within the new legal framework.

'Kapow' has been revised to reflect the new statutory guidance. Delivery of the new curriculum will commence immediately. Due to the fact the programme has only been revised and updated your child's consent for the programme still stands.

We have revised and updated our school RSE policy to reflect the new statutory guidance. The policy will be available in school and will be published on the school website for your information.

If you would like more detailed information regarding the revised and updated elements of the programme or wish to discuss any of the issues raised in this letter, please contact school.

Yours sincerely,

Head Teacher