

Crockenhill Primary School

Policy Title:	Relationships and Sex Education Policy
LT Responsibility:	Karen Dodd and Clare Hudson
Review Body:	Leadership team
Governor:	Ellen Griffin
Date:	November 2024
Review:	November 2025

Our PSHE policy is informed by existing DfE guidance:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Introduction

Our school's policy on sex and relationship education is based on the Department for Education guidance. We take very seriously the responsibility to fulfil our legal duties to comply with the statutory framework for teaching Relationships and Sex Education.

The DfE guidance defines sex and relationship education as “learning about physical, moral and emotional development”. The guidance states, “It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health”.

Sex and relationship education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex and relationship education about sexual issues, we do this with regard to morality and

individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex and relationship education as a means of promoting any form of sexual orientation. PSHE and RSE is taught through the Kapow Primary scheme to ensure it is taught in a child-friendly and sensitive manner.

At Crockenhill Primary School we allocate 30 minutes to PSHE/RSE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

Aims and objectives

This policy sets out our school policy with regard to sex and relationship education so that all parents and carers are clear about our approach to this aspect of our educational provision. We are well aware of the sensitivity involved in this aspect of our work and the school will seek the views of parents and carers when developing this policy further.

As part of our curriculum for PSHE including sex and relationship matters we will teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship;
- the importance of family life;
- moral questions;
- relationship issues;
- respect for the views of other people;
- sexual abuse, and what they should do if they are worried about any sexual matters.

This policy sets out the statutory responsibilities for primary schools in this regard and what rights and responsibilities parents and carers have if they have any concerns regarding the approach taken by our academy.

Context

We teach about sex and relationships in the context of the school's aims and values. While sex and relationship education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work. We teach sex and relationship education on the understanding that:

- it is taught in the context of a loving relationship, marriage and family life;

- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Curriculum organisation


We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationship education in our personal, social and health education (PSHE) curriculum, we also do some sex and relationship education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.


In PSHE, we teach children about relationships, and we encourage them to discuss issues. We teach pupils about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.


Sex and relationship education is a statutory part of the National Curriculum for science. Consequently, in science lessons teachers will explain to children about the changes that will occur to their bodies during puberty and how a baby is born. For this aspect of our teaching, we follow national guidance in science. During Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. During Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

The staff at Crockenhill will deliver Relationships and Sex Education through the Kapow scheme. The overview of the scheme is below:

Year Group	Autumn		Spring		Summer	
	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>2</u>
R	Building relationships: Special relationships Class Rules Routines Circle time – Weekend News Stranger Danger Safer strangers Road safety How can we look after our bodies? Dental hygiene – ordering pictures, cleaning teeth tray	Building relationships: My family and friends Circle time – Weekend News Bonfire Night Safety Healthy lifestyle – how can we look after our bodies? How can we dress appropriately for different seasons/weather?	Self-regulation: Listening and following instructions Adapt to children needs Road safety Expressing my feelings and considering feelings of others Managing own needs Healthy eating Self-confidence – sharing ideas with others, taking risks Showing confidence in choosing activities/resources to achieve a goal Looking after the planet	Self-regulation: My Feelings Grandparents (Little Red Riding Hood) - why are they special? Mother's Day – what is special about your mum? Goldilocks – why is sleep good for our bodies? Growth mindset – we can't do it YET Circle time – pass on a compliment Good and evil characters in stories Teamwork Healthy food in grandma's basket Toothbrushing Stranger danger	Managing self: My wellbeing Solving problems Putting on/fastening own coat Right or wrong – what would you do? Farmer Duck – laziness Peter and the Wolf Caring for animals Importance of brushing teeth Classroom chores – being helpful Joe Wicks – importance of physical activity Emotions – The Bad-Tempered Ladybird Climate change – how can we help? Save the planet song Looking after pets	Managing self: Taking on challenges Circle time rainbow fish – sharing, kindness, friendships Transition – how am I unique to others? My talents/ What do I contribute to my class? Tiddler – telling fibs Working together and resolving conflicts – build a submarine/boat with your friends! Looking after sea creatures Sun safety Water safety
1	Family and Relationships Inc. people's emotions	Health and Wellbeing Inc. my emotions	Safety and the changing body Inc. people who keep us safe	Citizenship Inc. caring for others	Economic wellbeing Inc. money	Transition Wellbeing lessons
2	Families and Relationships Inc. differences	Citizenship inc community	Safety and the changing body Inc. appropriate contact	Economic Wellbeing	Economic Wellbeing Healthy Lifestyle	Healthy Lifestyle Transition
3	Family and relationships Inc. respect	Circle Time - Friendships	Health and Wellbeing – incl. dental	Safety and the changing body Inc. online safety Citizenship – incl. Charity	Citizenship – incl. Charity	Economic Well-being Transition
4	Families and relationships Inc. stereotypes	Health and wellbeing Inc. emotions and mental health	Citizenships Inc. communities	Citizenships Inc. communities	Economic wellbeing Inc. money	Safety and the changing body Inc. introducing puberty Transition
5	Families and relationships Inc. respecting myself	Health and wellbeing Inc. embracing failure	Safety and the changing body Inc. puberty	Citizenship Inc. rights and responsibilities Bounce Forward - Resilience	Citizenship Inc. rights and responsibilities	Economic wellbeing Inc. income and expenditure Transition
6	Families and relationships Inc. attitudes	Health and wellbeing Inc. resilience toolbox	Economic wellbeing Inc. gambling	Safety and the changing body Inc. emotions RSE: The changing adolescent body (puberty, conception, birth)	Citizenship Inc. caring for others Bounce Forward - Resilience	Identity Inc. body image Transition to Secondary School

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships Health and wellbeing Safety and the changing body	Family	<ul style="list-style-type: none"> Understanding that families can include a range of people and how different members of a family are related to each other 	<ul style="list-style-type: none"> Learning that families can be made up of different people Understanding that families offer care, love and support 	<ul style="list-style-type: none"> Learning that problems can occur in families and that their is help available if needed 	<ul style="list-style-type: none"> Understanding that families are varied, in the UK and across the world and having respect for these differences 	<ul style="list-style-type: none"> Understanding that we all have different positive attributes and we should be proud of these Learning what marriage is and that it is a choice that people make Learning that sometimes families can make children feel unhappy or unsafe and that there is help available 	
	Friendships	<ul style="list-style-type: none"> To begin to understand the characteristics of positive friendships Learning that friendships can have problems but that these can be overcome Exploring friendly behaviours 	<ul style="list-style-type: none"> Understanding difficulties in friendships and action that can be taken 	<ul style="list-style-type: none"> Exploring ways to resolve friendship problems Developing an understanding of the impact of bullying and what to do if bullying occurs 	<ul style="list-style-type: none"> Exploring physical and emotional boundaries in friendships Exploring different roles related to bullying including victim, bully and bystander 	<ul style="list-style-type: none"> Understanding that friendships will encounter issues but that this may strengthen them Understanding the impact of bullying and what might influence the behaviour of a bully 	<ul style="list-style-type: none"> Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise
	Respectful relationships	<ul style="list-style-type: none"> Learning to recognise how other people show their feelings and how to care for others Exploring the ability to successfully work with different people Understanding ways to help others 	<ul style="list-style-type: none"> Learning how other people show their feelings and how to respond to them Exploring the conventions of manners in different situations Developing an understanding of self respect 	<ul style="list-style-type: none"> Understanding what trust is and identifying who I can trust Learning about the effects of non verbal communication Developing listening skills Exploring stereotyping 	<ul style="list-style-type: none"> Understanding expected courtesy and manners in a range of scenarios Understanding how my actions and behaviour affects others Understanding stereotyping 	<ul style="list-style-type: none"> Learning how stereotypes can be unfair, negative and destructive 	<ul style="list-style-type: none"> Learning what respect is and that it is part of a relationship Understanding that everyone deserves to be respected but that respect can be lost Understanding stereotyping and bullying linked to it
	Change and loss		<ul style="list-style-type: none"> Exploring how loss and change can affect us 		<ul style="list-style-type: none"> Learning what bereavement is and how to help someone who has experienced bereavement 		<ul style="list-style-type: none"> Understanding grief and the associated emotions To explore the process and emotions relating to grief

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships Health and wellbeing Safety and the changing body	Health and prevention	<ul style="list-style-type: none"> Understanding the importance of hand hygiene Understanding the risks of sun exposure and how to stay safe in the sun Developing an understanding of allergies and what to do if someone has an allergic reaction 	<ul style="list-style-type: none"> Developing an understanding of how to look after my teeth 		<ul style="list-style-type: none"> Developing independence in looking after my teeth 	<ul style="list-style-type: none"> Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun 	<ul style="list-style-type: none"> Understanding ways of preventing illness and the benefits of immunisation Developing an understanding of possible signs of illness and some actions I can take
	Physical health and wellbeing	<ul style="list-style-type: none"> Exploring health related jobs and people who help to keep us healthy Understanding the importance of sleep and positive sleep habits Exploring two different methods of relaxation: progressive muscle relaxation and laughter 	<ul style="list-style-type: none"> Understanding the importance of exercise and its effect on the body Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation 	<ul style="list-style-type: none"> Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest Understanding the positive impact of relaxation on the body and learning relaxation stretches Understanding what a balanced diet is and the effects upon mental and physical health 	<ul style="list-style-type: none"> Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles 	<ul style="list-style-type: none"> Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation 	<ul style="list-style-type: none"> Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation Understanding the factors which contribute to my physical and mental health Identifying a range of relaxation strategies and situations in which they would be useful
	Mental wellbeing	<ul style="list-style-type: none"> Understanding my strengths and qualities Understanding and describing feelings and emotions 	<ul style="list-style-type: none"> Recognising an increasing range of feelings and some strategies for managing different emotions Developing empathy Identifying personal goals and how to work towards them Exploring the need for perseverance and developing a growth mindset 	<ul style="list-style-type: none"> Exploring my identity through the groups I belong to Identifying my strengths and exploring how I use them to help others Understanding how to overcome problems by breaking them onto smaller, achievable steps 	<ul style="list-style-type: none"> Understanding that it is normal to experience a range of emotions Developing the ability to appreciate the emotions of others in different situations Learning to take responsibility for my emotions and that I can control some things but not others Developing an understanding of mental health including experiencing problems Developing a growth mindset, acknowledging that mistakes are useful to learning 	<ul style="list-style-type: none"> Understanding what can cause stress and how to deal with it Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets Developing the ability to take responsibility for and manage my feelings Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success 	<ul style="list-style-type: none"> Exploring my personal qualities and how to build on them Learning the importance of resilience and developing strategies for being resilient in challenging situations Identifying long-term goals and developing a plan as to how to achieve them

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Being safe (including online)	<ul style="list-style-type: none"> Understanding how to respond appropriately to adults in a range of settings Understanding what to do if I get lost Exploring potential hazards in the home and how to avoid these Understanding the roles people have within the local community to help keep me safe Developing an understanding of appropriate physical contact 	<ul style="list-style-type: none"> Developing an understanding of being safe near roads and learning how to cross roads safely Understanding the safe use of medicines Beginning to understand the importance of staying safe online Understanding the difference between secrets and surprises Understanding the concept of privacy and naming the private parts of my body 	<ul style="list-style-type: none"> Understanding ways to keep safe when crossing and near roads Developing skills as a responsible digital citizen Recognising and responding to cyberbullying Beginning to recognise unsafe digital content 	<ul style="list-style-type: none"> Developing an understanding of being safe online Understanding how to seek help if I need to Exploring the difference between private and public Understanding that age restrictions are designed to protect me Learning about the benefits and risks of sharing information online 	<ul style="list-style-type: none"> Developing an understanding of how to ensure relationships online are safe Recognising an increasing number of online risks and ways to stay safe online 	<ul style="list-style-type: none"> Developing an understanding about the reliability of online information Exploring online relationships including dealing with problems Understanding that online relationships should be treated in the same way as face to face relationships Knowing where to get help with any online problems
Health and wellbeing							
Safety and the changing body	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> Exploring what is and isn't safe to put in or on my body 	<ul style="list-style-type: none"> Learning how to be safe around medicines 	<ul style="list-style-type: none"> Exploring that people and things can influence me and I need to make the right decision for me Exploring choices and decisions that I can make 	<ul style="list-style-type: none"> Understanding the risks associated with tobacco 	<ul style="list-style-type: none"> Understanding the influence others can have on me Learning strategies I can use to overcome pressure from others 	<ul style="list-style-type: none"> Understanding the risks associated with alcohol
	The changing adolescent body		<ul style="list-style-type: none"> Knowing the names of parts of my body 		<ul style="list-style-type: none"> Developing an understanding of physical and emotional changes as I grow up 	<ul style="list-style-type: none"> Understanding the physical changes from childhood to adulthood Developing an understanding of the main aspects of puberty, including menstruation Learning about the emotional changes during puberty 	<ul style="list-style-type: none"> Knowing the changes experienced during puberty Understanding how a baby is conceived and develops
	Basic first aid	<ul style="list-style-type: none"> Understanding what classes as an emergency and how to make a call to the emergency services 		<ul style="list-style-type: none"> Knowing how to call the emergency services Knowing how to respond to bites and stings 	<ul style="list-style-type: none"> Knowing how to help someone with asthma 	<ul style="list-style-type: none"> Knowing how to help someone who is bleeding 	<ul style="list-style-type: none"> Knowing how to help someone who is choking Knowing how to help someone who is unresponsive

Please note that puberty and menstruation is taught in Year 5 and conception and birth is taught in Year 6. Parents of these year groups are invited into school in advance of these lessons taking place to view any videos and discuss this with members of staff.

The role of parents and carers

The school is well aware that the primary role in sex and relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we intend to:

- inform parents and carers about the school's sex and relationship education policy and practice;
- answer any questions that parents or carers may have about the sex and relationship education of their child;
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex and relationship education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents and carers about the best practice known with regard to sex and relationship education, so that the teaching supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science). If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will comply with the wishes of parents and carers in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex and relationship education programme. Other people that we call on include the local clergy, social workers and youth workers.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or seems likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with social service professionals (see also our Child Protection Policy).

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents or carers are informed about our Sex and Relationship Education Policy, and that the policy is implemented effectively. It is also their responsibility to ensure that members of staff are given sufficient training so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex and relationship education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports, when requested, on the effectiveness of the policy.

Monitoring and review

The Headteacher and PSHE lead teacher monitors the impact of our sex and relationship policy and modifies it where necessary. The school gives serious

consideration to any comments from parents and carers about the sex and relationships education programme, and makes a record of all such comments.

Head teacher: _____ **Date:** _____

PSHE lead teacher: _____ **Date:** _____

Chair of Governors: _____ **Date:** _____