



Shoreham Village School

Relationships and Sex Education Policy

Ratified by Governing Body

Signed:

Chair of Governors

Date: June 2024

To be reviewed: June 2026

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Show how our school values link to RSE and life: Respect, Kindness, Determination, Curiosity, Courage and Responsibility.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Shoreham Village School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to ask questions about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

- At Shoreham Village School, our RSE is taught as part of our PSHE. Our scheme of work is based upon the Christopher Winter Project RSE scheme. Units are taught from Reception to Year 6 in blocks of 3 sessions. See Appendix 1.
- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- We will use medically correct, accurate and agreed terms for genitalia and parts of the body, for example vulva, vagina, penis and testicles.
- We will use respectful language which challenges sexism, homophobia and other forms of prejudice which will have benefits for the whole school community – both in and out of lessons.
- We will openly teach pupils what ‘slang’ words mean and will challenge offensive usage.
- We will use inclusive language.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

We will teach RSE:

- Using a wide range of teaching methods enabling students to actively participate in their own learning including quizzes, role play, small group discussion and videos where appropriate.
- In either several hourly sessions, or condensed over 1 or 2 days.
- In mixed gender groups, except where we decide the children will benefit from being taught in single gender groups (e.g. Puberty) In this case each gender will be taught about the opposite gender’s changes in puberty.
- With cross curricular links (biological aspects taught through the Science curriculum).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Roles and responsibilities

The governing body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. RSE will be taught by all class teachers.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents and carers

Parents and carers have an especially important role to play in supporting PSHE and RSE education. The school strives to engage parents in the delivery of this curriculum, providing opportunities for appropriate dialogue regarding the learning. In this way, parents are informed and are able to reinforce or extend teaching appropriately within the home context. Each year:

- Before any year group embarks upon its RSE programme, a letter will be sent to parents each year detailing the RSE programme overview;
- Parents/ carers will be informed by letter of their right to withdraw their child from RSE lessons;
- Teaching content and progression for year groups will be provided for all parents via this policy (See Appendix 1);
- Parents will be offered the opportunity to view teaching resources before the content is taught the children (e.g video clips, images etc);

- Parents may request a meeting with the class teacher by making an appointment via the school office; and
- Before the teaching of the 'How are babies made' unit in Year 6, parents will be invited into school for a workshop with the class teacher and / or a member of the schools NHS team to view the materials and to answer and questions that they may have.

Parents' right to withdraw

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

Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Confidentiality and Safeguarding of pupils

We are committed to the well-being of our pupils. In the classroom, the aim is to strike a balance between helping pupils to feel respected, safe and able to participate fully and openly while still protecting privacy and safeguarding welfare.

Effective teaching and learning in PSHE / RSE actively encourages pupils to share thoughts and voice opinions, so it is important to establish boundaries and clarify at the outset with pupils what will happen to any personal information they might disclose in the classroom. Within school, the following protocol must be followed:

- Everyone has the right to be listened to and supported;
- Staff will only talk in a professional manner about pupils and their families;
- Information is shared on a strict need to know basis where the best interests of that person are central;
- Consent to share will always be sought;
- School staff can never offer unconditional confidentiality; this needs to be clearly understood from the outset;
- Other professionals sometimes work to a different code of conduct e.g. school nurses. This will always be conveyed clearly in order to minimise confusion and breakdown of trust;
- Potential safeguarding issues are treated seriously and procedures are invoked accordingly and appropriately as per the school Safeguarding Policy; and
- Any pupil disclosures will be managed as per the school Safeguarding Policy.

Ground Rules will always be established by teachers in order to create a 'safe environment' in which children do not feel: embarrassed or anxious about unintended or unexpected questions or comments from pupils. These ground rules are:

- No one will have to answer a personal question;
- No one will be forced to take part in a discussion;

- Only the correct names for body parts will be used;
- Meanings of words will be explained in a factual and sensible way;
- Distancing techniques will be used to help teachers to avoid embarrassment and protect pupils' privacy by depersonalising discussions; and
- Difficult or explicit questions do not have to be answered directly (see ground rules) but may be answered individually later, at a prearranged time, with honesty and due regard for the age and maturity of the child as well as being within the school's agreed framework of values. If staff are in any way concerned, they will seek advice from their Headteacher. All child Protection concerns will be brought to the attention of the Designated Safeguarding Leader.

Assessment, recording and reporting

Teaching and learning of PSHE and RSE will be assessed through a range of assessment methods including:

- Assessment for learning;
- Peer Assessment;
- Teacher Assessment; and
- Student self-assessment.

Equal opportunities:

Shoreham Village School believes that RSE is important for all children. This policy is written with the inclusion of all pupils in mind.

1. Gender: A variety of activities will help to engage both boys and girls and will match their different learning styles. The provision of a single gender session will also make RSE relevant to both boys and girls.
2. Ethnicity: Shoreham Village School recognises the importance of teaching a diverse curriculum and will make clear that different cultures deal with sex education in different way. By consulting with parents and governors, we aim to provide an RSE curriculum that is culturally appropriate and inclusive of all children.

The school's equal opportunities policy applies to all areas of the curriculum, including PSHE. Where appropriate, teaching materials and activities will reflect the ethnic and cultural diversity of British society. We will not stereotype, in terms of: faith; race; gender; cultural and sexual orientation. Pupils' religious beliefs are always respected.

We are committed to the provision of RSE to all of our pupils. Pupils with special or additional educational needs will be supported in their learning and understanding.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). By teaching inclusive RSE we will foster good relations between

pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:
planning scrutinies, learning walks, conversations with pupils.

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

Other related School Policies and Documents:

- PSHE Policy
- Safeguarding Children Policy
- E-safety and Internet policy
- Drug Education Policy
- Teaching and Learning Policy
- Inclusion/Equal opportunities Policy
- Equality Information and Objectives Policy
- Curriculum Overviews
- Our British Values

Appendix 1:

Shoreham Village School RSE Scheme of Work

Objectives marked in green are part of the Science National Curriculum which is statutory and can not be opted out of.

Resources marked in **blue**, are available in school for parents to view if they wish.

| Year | R | 1 | 2 | 3 | 4 | 5 | 6 |
|------|-------------------------|----------------------------------|-----------------|-------------------------------------|----------------------------------|-------------------------|---|
| Unit | Our Lives | Growing and caring for ourselves | Differences | Valuing difference and keeping safe | Growing Up | Puberty | Puberty, Relationships and reproduction |
| 1 | Our Day | Keeping clean | Boys and girls | Differences- male and female | Growing and changing | Talking about puberty | Understanding relationships |
| 2 | Keeping ourselves clean | Growing and changing | Male and female | Personal space | What is puberty? | Male and female changes | Puberty |
| 3 | Families | Families and care | Body parts | Family differences | Puberty changes and reproduction | Puberty and hygiene | Reproduction |
| 4 | | | | | | | Conception and pregnancy |

YEAR: Reception

THEME: Our Lives

| We are learning to... | Key vocabulary | Resources used |
|--|---|---|
| 1. Consider the routines and patterns of a typical day Understand how we can look after ourselves e.g. dressing ourselves | Dress, undress, independence, routine, | Glove puppet Our Day pictures |
| 2. Understand why hygiene is important | Clean, smelly, flannel, sponge, towel, soap, shampoo, toothbrush, tooth paste, hairbrush, comb | Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i> , Babette Cole Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i> , Zehra Hicks |
| 3. Identify different members of the family Recognise that all families are different | Family, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc | The Family Book, Todd Parr Families pictures Paper for drawing pictures Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i> , Nigel Gray |

YEAR: 1

THEME: Growing and caring for ourselves

| We are learning to... | Key vocabulary | Resources used |
|---|---|---|
| 1. Look after ourselves and keep ourselves clean | Clean, washing, soap, shampoo | Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures |
| 2. Understand that babies become children then adults. Identify differences between boys and girls | Girl, boy, male, female, private parts, penis, vagina | Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary |
| 3. Explore different types of families. Recognise who we might go to for help if we needed. | Family, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc | Talking object Story bag - containing plaster and skipping rope Families pictures <i>The Family Book</i> , Todd Parr Additional Activities Suggested reading: <i>Happy Families</i> , Allan Ahlberg <i>Who's in a Family?</i> Robert Skutch |

YEAR: 2

THEME: Differences

| We are learning to... | Key vocabulary | Resources used |
|--|---|---|
| 1. Identify differences between males and females Recognise that some people stereotype genders | Similar, different, sex, gender, gender roles, stereotype | 2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Additional Activities <i>Recommended reading:</i> <i>Happy Families</i> , Allan Ahlberg, <i>Princess Smartypants</i> , Babette Cole <i>William's Doll</i> , Charlotte Zolotow <i>Amazing Grace</i> , Mary Hoffman and Caroline Binch |
| 2. Describe some differences between male and female animals and that we need both to create a new life | Male, female, babies, | Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals www.toysnfun.co.uk |
| 3. Name the male and female parts of the body | Girl boy, male, female, private parts, penis, vagina, | 2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Additional Activities <i>Recommended reading:</i> <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr |

YEAR: 3

THEME: Valuing differences and keeping safe

| We are learning to... | Key vocabulary | Resources used |
|---|---|--|
| 1. Explore the differences between males and females and name body parts | Girl, boy, male, female, stereotypes, gender roles, similar, different, private parts, penis, vagina, testicles, | Clothed Babies picture cards Pictures of male and female bodies Male and female matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills <i>Let's Grow with Nisha and Joe</i> , fpa www.fpa.org.uk/Shop |
| 2. Explore personal space and different types of touch that people may like or dislike | Push, hug, scratch, kiss, hug, like, dislike, personal space, comfortable, uncomfortable, | A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. Year 3 Problem Pages |
| 3. Explore different types of families and who they could go to for help and support | Family, fostering, adoption, relationships, carers, safe, mum, dad, brother, sister, grandma, granddad, uncle, aunt, step mother/ father, half brother/ sister etc | Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine |

YEAR: 4 THEME: Growing up

| We are learning to... | Key vocabulary | Resources used |
|---|---|---|
| 1. Explore the human lifecycle and what happens when a child grows up | Lifecycle, baby, child, teenager, adult | Lifecycle pictures Lifecycle word cards What has changed? worksheet Lifecycle Quiz slides Lifecycle Quiz answers Additional Activities Babies and Children worksheet |
| 2. Identify some basic changes to the body during puberty | Changes, moods, pubic hair, physical and emotional changes, breasts, | Body Part Bingo cards Bingo Flash cards Body Changes pictures Our Bodies worksheet |
| 3. Understand that children change into adults and then they are able to reproduce Note- the children will learn that an egg and sperm are needed to create a new life, (but not about the act itself at this stage) | Reproduction, puberty, babies, changes, egg, sperm, male, female | Story bag items (see lesson plan) Book: <i>Hair in Funny Places</i> , Babette Cole Body Changes worksheet Additional Activities Suggested reading: <i>Amazing You!</i> Gail Saltz http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/ |

YEAR: 5 THEME: Puberty

| We are learning to... | Key vocabulary | Resources used |
|--|---|--|
| 1. Explore the emotional and physical changes of puberty | Physical and emotional changes, moods, periods, sweat, spots, pubic hair | Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Additional Activities <i>Changes</i> DVD: All About Us: Living and Growing, Alternative, Unit 2, Programme 4, www.channel4.com/learning |
| 2. Understand both male and female changes in more detail | Physical and emotional changes, moods, periods, tampons, sanitary towels, sweat, spots, pubic hair, erections, semen, wet dreams, tampons, sanitary towels, | Pictures of male and female reproductive organs Puberty Changes Teacher Guide Menstrual cycle animation Male pictures Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) Anonymous questions from Lesson 1 Additional Activities www.bbc.co.uk/science/humanbody What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary The Menstruation Card Game for Girls and Answers Menstruation Card Game whiteboard summary |
| 3. Keep clean during puberty | Sweat, washing regularly, deodorant, greasy | Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Problem Page Teacher Guide Anonymous questions from Lesson 1 Additional Activities Puberty Bingo |

YEAR:6 THEME: Relationships and reproduction

| We are learning to... | Key vocabulary | Resources used |
|---|---|---|
| 1. Consider different types of adult relationships and consider physical and emotional behaviour in them | Relationships, loving, caring, differences, similarities, families, | Relationship pictures Squares of paper/sticky notes Anonymous Questions template <i>Channel 4 Living and growing DVD</i> |
| 2. Describe how and why the body changes during puberty | Physical and emotional changes, moods, periods, tampons, sanitary towels, sweat, spots, pubic hair, erections, semen, wet dreams, tampons, sanitary towels, masturbation, sexual feelings, | Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Puberty Problem Page Puberty Problem Page Cut-outs Puberty Problem Page Teacher Guide <i>Channel 4 Living and growing DVD</i> |
| 3. Explore the process of conception | Vagina, penis, sperm, egg, ovum, conception, fertilisation, ejaculation pregnancy, consent, love, intimacy, twins, private, | How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson Additional Activities Pictures of male and female reproductive organs Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs) <i>Channel 4 Living and growing DVD</i> |
| 4. Explore the process of pregnancy and birth | Pregnancy, fertilisation, twins, fostering, adoption, birth, gestation | Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers <i>Channel 4 Living and growing DVD</i> |

Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|------------|---|
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |