



**Education
Trust**



**Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”**

Relationships, Sex and Health Education Policy

Review Frequency	Annual
Reviewed	July 2025
Next Review	July 2026

‘Relationships Education’, ‘Health Education’ and ‘Relationships and Sex Education’ at Riviera Education Trust Primary Schools

Personal, Social and Health and Economic (PSHE) education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

Our Aims

The following aims reflect those of the Trust and show how Relationships and Sex Education is delivered within the context of a moral framework in school.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
 - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities as well as other vulnerable pupils
 - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas
2. By exploring moral and sexual issues and values to:
 - encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, for example:
 - An understanding that both sexes have responsibilities in sexual matters
 - The skills to identify, resist and report any unwanted sexual experience
 - to foster self-esteem, self-awareness and a sense of moral responsibility
3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others
 - friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring.

Defining Relationships Education

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe.

Defining Physical Health and Mental Wellbeing Education

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing: this should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum, PSHE Curriculum and relationships in school.

Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

Informing and Involving Parents and Carers

The views and participation of parents and carers is vital for the most effective Relationships and Sex Education. Before introducing a new RSHE curriculum, the views and thoughts of what should and should not be included in the RSHE curriculum will be sought. The school informs parents and carers of what will be included in the sex and relationships education: parental consent will be obtained before the curriculum commences and parents/carers can come into school to discuss any aspects that may concern them.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Roselands, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter sent out at the start of spring term. The school holds an information session for parents enabling them the opportunity to come into the classroom to view the teaching materials and animations used to deliver our RSE curriculum and discuss questions that they may have with teaching staff.

Non-Statutory Curriculum Relationships and Sex Education Programme (Withdrawing Pupils)

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum. In Year Six, an additional letter will be sent to parents and carers which explains that they can exercise their right to withdraw their child from the non-statutory elements of Sex Education: parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum.

A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are also met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carer's request to withdraw is made, that request must be complied with until revoked by the parent. This is only relevant for year six pupils where some non-statutory elements of the sex education curriculum are taught.

What we do if a request for withdrawal is made by a parent

- We discuss the nature of the concerns with the child's parent/carer and if appropriate reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents/carers - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We identify with parents/carers that pupils who have been withdrawn are vulnerable to teasing - we therefore aim to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also identify that pupils may receive inaccurate information from their peers.
- We offer parents/carers access to appropriate information and resources.

N.B. If the pupil does not agree with the parent's desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Curriculum Content

Our Personal, Social, Health and Economic education curriculum incorporates all statutory and non-statutory elements relating to the area: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle and citizenship. The curriculum content is detailed in the next sections of this policy. The school uses Jigsaw.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Roselands Primary School we allocate around 6 hours per half term in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways including assemblies, our praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the lessons to their own classes, apart from when the lessons need to be delivered in year groups. In this case, a familiar teacher within the year group will deliver the lesson.

Relationships and Sex Education Curriculum Content

Use of Jigsaw

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with the parent by the teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls, and conception
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Science Curriculum

There are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Relationships and Sex Education curriculum. In science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 1 and Year 2

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3 and Year 4

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans.

Year 5 and Year 6

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

All Science content is taken from the National Curriculum

Female Genital Mutilation

As part of the Jigsaw puzzle pieces, there are two lessons on Female Genital Mutilation (FGM). The learning outcomes for this session include: to know how someone can be safe and in control of their body; to understand what FGM stands for; to know where to go for help.

These two optional lessons provide more opportunity for considering this. The lesson for KS1 allows teachers to further reinforce the importance of telling an adult if your body is hurting, and that no-one has the right to change or hurt you; but does not describe or reference FGM itself. The Key Stage 2 lesson describes in outline what FGM is without using any images or detailed descriptions, and encourages pupils to consider different scenarios and who to go to for help.

This lesson in particular should not be undertaken without the full knowledge of all school staff as children may look for a trusted adult to talk to after this lesson. We would also recommend that it be delivered in conjunction with the support of the local community and specialist FGM community support groups where possible. Teaching in this area needs to promote open discussion and break down taboos in the community and there is a danger of it causing division if the local community does not know about it until after it has been taught.

Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class, e.g. questions on oral sex. In practice, this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents/carers - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health education, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, and citizenship

Our RSHE Education is taught by a member of teaching staff familiar to the children, usually their class teacher.

Teachers Can:

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot:

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Offering Advice

The function of Relationships and Sex Education is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken, then a teacher may only give such advice after receiving written permission from the Head of School and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. All pupils will be informed in their RSHE lessons (Years Four to Six) that they can go to any adult for sanitary products. Research has shown that one third of girls are not told about periods by their parents/carers and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. As part of the Year Five RSHE Curriculum, pupils will be taught how sanitary products are used and the different types of sanitary products. There is also a discrete sanitary bin available in the toilets in years four, five and six.

Confidentiality

Where a pupil is considered at some risk of any type of abuse (e.g. emotional, sexual or physical) or in breach of the law, the teacher must refer this immediately to the Designated Safeguarding Lead (DSL) in compliance with the Local Authority's and Trust's procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may also arrange for counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them

- Teachers must not promise confidentiality.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Using Visiting Speakers and Others

We believe that most of the Relationships and Sex Education programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of Relationships and Sex Education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Relationships and Sex Education policy. After gaining approval from the Head of School for the visit, the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the Relationships and Sex Education programme. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

N.B. The health professionals are able to offer young people confidentiality and can provide a link between the school and support services.

Diversity

Homophobia, biphobia and transphobia, like any discrimination, will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning will ensure topics covered will be age-appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education programme is a 'spiral curriculum' in as

much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being alerted and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (with additional needs or not) will someday become sexually active. As well as children with Special Educational Needs, other pupils may have particular vulnerabilities that need to be considered so that they can be supported to access the RSE programme. Children Looked After or Previously Looked After should have their emotional needs considered as well as those that have current involvement or prior involvement of Children's Services.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education curriculum and our Relationships and Sex Education curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

In addition, we ensure we promote the Fundamental British Values and aim for our pupils to be as best prepared as possible for life in Modern Britain.

Lesbian, Gay, Bisexual, Transgender, Questionable, Intersex Plus (LGBTQI+)

In line with the DfE guidance, teaching and learning around LGBT will be sensitively and age-appropriately delivered. This will be integrated within our PSHE, RSHE and SMSC curriculums as appropriate (cognitively, physically and developmentally) rather than as stand-alone lessons. As part of the Jigsaw puzzle curriculum and resources, children will build their knowledge, understanding and awareness of different and varying families, friendships and relationships. The PSHE curriculum will further build on this to support the children's understanding of how families, friendships and relationships can have similarities and differences. Within school, we will be aware of the children's religious backgrounds and approach LGBT in a sensitive manner. We will also ensure the children build their awareness of how every individual has their own differences to others, but that everyone is special and unique. As the children have questions and queries about LGBT, we will answer these in a sensitive and age appropriate manner.

Staff Training and Development

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed in training and professional development are:

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically, important to the Relationships and Sex Education Programme are:

- Pupil feedback

- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

Policy Creation, Updating and Reviewing

This policy was created by the RSHE Lead and Specialist Leader of Education for PSHE following consultation with the local school community. The policy has been adopted by the Trustees of Riviera Education Trust and will be regularly updated and reviewed as required in line with changes to the school context, local needs and/or Department for Education guidance.

DETAILS OF AMENDMENTS

June 2021

- Updated to include Local Appendices – Shiphay Learning academy, results from parent/carer consultation.

May 2022

- Updated to clarify sanitary products available within the Menstruation section – results from Oldway parent/carer consultation
- Updated to included reference to British Values within the Equality Act, Equal Opportunities, Special Educational Needs & Disabilities section.

June 2023

- Reviewed and changed to a local school policy.
- Updated in line with new Jigsaw resource, inclusion of LGBTQ+ and updated science curriculum

July 2025

- Reviewed without change.