

# Relationships, Sex and Health Education Policy

Including EYFS  
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## Relationships, Sex and Health Education

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## Relationships, Sex and Health Education

### 1. Definition of Relationships Sex and Health Education

Our Relationships, Sex and Health Education curriculum is based on the DfE's guidance, *Relationships and sex education and health education (2000)*. Sex education is part of the personal, social and health education curriculum in our school and we will teach within a framework of broadly Christian values. These values are expressed in the School Promise as well as in the school's policies and procedures, such as the Behaviour Management Policy, and include an emphasis on respect for all and tolerance of others.

Effective Relationships, Sex and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

The government guidance for *Relationships in Education (primary) (2020)* establishes the priorities for us as a school:

"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

### 2. Relationships, Sex and Health Education at Crescent School

The Relationships, Sex and Health Education will be consistent with the school's ethos and values:

- Relationships, Sex and Health Education should be based on inclusive principles and values emphasising respect, compassion, loving care and forgiveness;
- Relationships, Sex and Health Education should be sensitive to the circumstances of all children and be mindful of the expressions of family life in our culture, whilst upholding the school's broadly Christian values regarding relationships and marriage;
- Issues regarding human sexuality should be addressed sensitively;
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals that we promote as a school through all aspects of pastoral care and PSHE (Personal, Social, Health and Economic Education) provision.

The guidance for *Relationships in Education (primary) (2020)* also identifies the need for 'sensitive and well-judged teaching based on the knowledge of pupils and their circumstances.' Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

By the end of primary school our children will have been taught and should know about relationships involving:

- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

### **3. Relationships, Sex and Health Education and statutory duties in school**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019) made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Personal, Social and Health and Economic Education continues to be compulsory in all schools (DfE Guidance p.8) The Jigsaw programme offers a holistic approach and helps children understand the difference between safe and abusive relationships by equipping them with the skills to get help if they need it. Crescent School has the responsibility for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). This includes being alert to signs that young girls may be at risk of female genital mutilation (FGM). (Refer to Safeguarding Policy for more detail)

The Relationships, Sex and Health Education policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Management Policy
- Drugs and Alcohol Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policies
- Equality, Inclusion and Diversity Policy
- RE Policy
- PSHE Policy
- Safeguarding Policy
- Special Educational Needs and Disability Policy

### **4. Links to other policies and curriculum areas**

We recognise the clear link between Relationships, Sex and Health Education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy

### **5. Equalities**

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). Inclusive Relationships, Sex and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

## **6. Working with parents and carers**

The government guidance on Relationships, Sex and Health Education (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. We recognise that schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school Relationships, Sex and Health Education taught outside National Curriculum Science (Education Act 1996). Parents have a legal right to see the school Relationships, Sex and Health Education policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

We are mindful that parents/carers do have the legal right to withdraw their children from the sex education that is part of the PSHE (Jigsaw) Programme – ‘Changing Me’. Whilst we hope they do not feel the need to do so, the school will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. A letter outlining the content of this unit will be sent out to all parents in the previous half term for clarity. At Crescent, puberty is taught as a statutory requirement of Health Education and sex education is covered progressively and age appropriately using the Jigsaw scheme of work eg Year 4 – Having a baby (Lesson 2), Year 5 – Conception (Lesson 4 and Year 6 – Conception and birth (lesson 3).

## **7. The role of the Head**

It is the responsibility of the Head, working with the Head of PSHECE, to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Head’s responsibility, working with the Head of PSHECE, to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

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

## **8. Monitoring and Review:**

The Education Committee of the monitors this policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification. Trustees require the headteacher to keep a written record of any comments or complaints from parents in regard to the content and delivery of the sex education programme. Regular reports on these matters are reported to Trustees.

## **9. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, action is carried out in accordance with the Foundation’s Safeguarding Policy

## **10. External contributors**

External contributors from the community, e.g. health promotion specialists, social workers, school nurse, and community police and fire officers, make a valuable contribution to the PSHECE programme. Their input should be carefully planned and safely monitored so as to

fit into and complement the programme. Members of the clergy may also be called upon. These must be pre-approved in line with school policy. Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHECE programme.

## **11. The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced on a regular basis. (Ideally, teachers and children will devise their own ground rules at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

- we take turns to speak;
- we use kind and positive words;
- we listen to each other;
- we have the right to pass;
- we only use names when giving compliments or when being positive;
- we respect each other's privacy (confidentiality).

The content of the RSHE curriculum is to be delivered by form tutors during PSHE lessons, form times and focussed assemblies to provide opportunities for class discussion, individual questioning and resources to support the objectives taught.

## **12. Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in the delivery of these areas. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs and include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **13. Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around Relationships, Sex and Health Education - and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all Relationships, Sex and Health Education and Drug and Alcohol Education issues are taught without bias using the Jigsaw PSHE programme. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal Relationships, Sex and Health Education and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill

and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that Relationships, Sex and Health Education and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

#### **14. Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the Relationships, Sex and Health Education programme. Parents and carers are/will be given the opportunity to find out about and discuss these through the PSHE programme by:

- informal discussions with parents;
- sharing of school observations at Parents' Evenings;
- encouraging parents to support the positive behaviour and values learnt at school through the School Promise;
- raising awareness through the Courier newsletter;
- information leaflets/displays.

#### **15. Training and support for staff**

All staff benefit from PSHE training in order to enhance their Relationships, Sex and Health Education delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding Relationships, Sex and Health Education issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

#### **16. Dissemination**

This policy is available on our school portal where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

#### **17. Relationships, Sex and Health Education Content**

Our Science curriculum addresses human anatomy in Year 3 and then reproduction in plants and animals progressively through Years 4-6. The grid below shows specific sex education learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• identify the external parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva</li> <li>• respect my body and understand which parts are private</li> </ul>
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• recognise the physical differences between boys and girls, use the correct names for external parts of the body (penis, testicles, vulva) and appreciate that some parts of my body are private</li> <li>• tell you what I like/don't like about being a boy/girl</li> </ul>
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>• express how I feel when I see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>• express how I might feel if I had a new baby in my family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>• understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> <li>• correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>• describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>• describe how boys' and girls' bodies change during puberty</li> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception	<ul style="list-style-type: none"> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them have a baby</li> <li>• appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
6	Piece 2 Puberty	<ul style="list-style-type: none"> <li>• explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>• ask the questions I need answered about changes during puberty</li> <li>• reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>• describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Piece 5 Attraction	<ul style="list-style-type: none"> <li>• understand how being physically attracted to someone changes the nature of the relationship</li> <li>• express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

## **18. Protective Behaviours**

Protective Behaviours is a practical down-to-earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.

Here at Crescent School, we identify the Taking Care Programme, which is the scheme of work supporting Protective Behaviours, as an important part of our relationships education and cover the sessions during the first half of each Michaelmas term where new networks of trusted adults are identified and raising awareness of consent and personal feelings of each individual child.