



Relationship and Sex Education Policy:

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| Last reviewed | Jan 2025 |
| Date approved by Governors | July 2024 |
| Date to be reviewed | Jan 2026 |
| Changes Made | |
| No changes | |
| March 25: Added info regarding disclosures and confidentiality being in line with our Child Protection and Safeguarding Policies | |

Rationale

At Oliver's Battery Primary and Nursery School we believe that sex and relationships education provides a vehicle for developing our children's attitudes, values and sensitivities towards others. We believe that through implementing an appropriately set, planned and clearly structured program across the whole school we will enable children to both develop a positive sense of self as well as a respect and understanding for others. We have based our school's sex and relationship education policy on the DFE guidance document and the Hampshire guidelines for sex education. The delivery of this policy is in accordance with the schools Learning and Teaching for Learning ethos.

Statutory Requirements

As a primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996



- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Aims

At Oliver's Battery Primary and Nursery School we aim for children to develop:

- An understanding of how humans mature both emotionally and physically
- An appreciation of the ways in which people learn to work and live together harmoniously
- A respect for their own bodies and an understanding of the importance of sexual activity as part of a committed, long-term and loving relationship.

Curriculum

We have developed the curriculum in consultation with parents, pupils, staff and the PSHE Association, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online. Our sex education curriculum will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

Our Relationship Education focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Delivery

At Oliver's Battery Primary and Nursery School our sex & relationships curriculum will be:

- Taught through different aspects of the wider curriculum in blocked or continuous units
- Supported by outside agencies where appropriate
- Taught sensitively and due consideration will be given to any particular religious or cultural factors and parents' wishes

Additionally, in Years 5 and 6 (prior to the delivery of a blocked unit focusing upon either puberty or reproduction) parents and governors will be consulted about the content and range of resources used.

Role of the Parent

Parents do not have the right to withdraw their children from relationships education. However, the school is well aware that the primary role in children's sex and relationship education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex and relationship education policy and practice;
- Answer any questions that parents may have about the sex and relationship education of their child;
- Take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- Inform parents about the best practice known with regard to sex and relationship education, so that the teaching in school 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 body and their increasing responsibilities.

Confidentiality

Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it in line with our Child Protection and Safeguarding Policies 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 sexual abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher/DSL. The head teacher will then deal with the matter in line with the school's Child Protection and Safeguarding Policies and in consultation with health care professionals (see Child Protection Policy).

Role of the Head Teacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility 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 teacher liaises with external agencies regarding the school sex and relationship education curriculum and ensures that all adults who works with children on these issues are aware of the school policy and that they work within this framework. The head teacher monitors on a regular basis and reports to governors on the effectiveness of the policy.

Monitoring

This policy will be reviewed annually by the School Improvement Committee of School Governing Body.



Appendix 1

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

| Topic | Pupils should know |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| Caring friendships | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p> |

| Topic | Pupils should know |
|--------------------------|--|
| Respectful relationships | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> |
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |