RELATIONSHIPS AND SEX EDUCATION POLICY
Little Ealing Primary School

Author of policy          Halina Rooney
Policy owned by           Teaching and Learning
Last amendment date       March 2019
Renewal cycle             Every 2 years
Approved by GB            March 2019
RENEWAL DATE              September 2020*

*the policy will be updated in September 2020 instead of March 2021 in order to incorporate the DfE’s statutory changes to SRE which comes into force from September 2020. From this point forward, the policy will be updated every two years
LITTLE EALING PRIMARY SCHOOL
RELATIONSHIPS AND SEX EDUCATION POLICY

AIMS AND OBJECTIVES
There are three main elements to our Relationship and Sex Education (RSE) programme:
- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Little Ealing Primary School, we have a commitment to ensure that our RSE is relevant to all pupils and is taught in a way that is age and stage appropriate. The key objectives are:
1) **Sensitive discussions:** To provide a framework in which sensitive discussions can take place
2) **Puberty:** To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene so they can make responsible, informed and healthy decisions about their lives, both now and in the future.
3) **Respect:** To teach pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
4) **Feelings:** To help pupils develop feelings of self-respect, confidence and empathy
5) **Vocabulary:** To teach pupils the correct vocabulary to describe themselves and their bodies

LEGAL REQUIREMENTS
Little Ealing pays regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

DEFINITION
SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. SRE involves a combination of sharing information, and exploring issues and values. **SRE is not about the promotion of sexual activity.**

DELIVERY OF SRE
SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

PROGRAMME OF STUDY
The RSE curriculum follows the Ealing PHSE Scheme of Work, which was developed by the Ealing Health Improvement Team in conjunction with six local primary schools ensuring that it:
- is relevant to ensure the needs of all pupils are met
- provides the necessary time to cover key topics effectively i.e.  
  - children’s resilience  
  - mental health  
  - prevent  
  - relationships and sex education  
  - keeping safe

The MindUp curriculum is integrated into the RSE curriculum to ensure children learn about how the brain works, how to be mindful and how to self-regulate emotions.

**PSHE Scheme**

This scheme involves three key themes, one theme for each term:

1) Health and Wellbeing  
2) Living in the Wider World  
3) Relationships

Assessment and evidence gathering will be embedded within the scheme of work through pupil self-assessment and formal assessment. Children’s work and assessment evidence will also be captured in a variety of ways and displayed in a whole class PHSE/MindUP book in different mediums e.g. posters, photos, reflections, anecdotes, drama etc.

**CURRICULUM REQUIREMENTS**

Little Ealing Primary School has a statutory duty to teach the following as part of the National Curriculum for Science objectives which link with SRE:

**Foundation stage:**

Children learn about the concept of male, female, and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others. Themes include: Myself, My Bodies, My family and Life cycles.

**Key Stage 1 children:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  
- explore and compare the differences between things that are living, dead, and things that have never been alive  
- notice that animals, including humans, have offspring which grow into adults  
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

**Key Stage 2 children:**

- describe the changes as humans develop to old age  
- Pupils learn about the changes experienced in puberty  
- Pupils find out about different types of reproduction, including sexual reproduction in animals  
- Pupils learn the names of main body parts and their functions  
- Pupils work scientifically by researching the gestation periods of other animals and comparing them with humans; recording the length and mass of a baby as it grows  
- Pupils learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body  
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

**ROLES AND RESPONSIBILITIES**

**The Governing Body**

- The Governing Body is responsible for the approval of this policy and ensuring that the Headteacher is responsible for its implementation
The Headteacher
The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of SRE.

Staff
Staff are responsible for:
- delivering SRE in a sensitive way
- modelling positive attitudes to SRE
- monitoring progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE; staff who have concerns about teaching SRE should discuss this with the Headteacher.

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

CONFIDENTIALITY
As a rule, a child’s confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that a child is at risk or in danger, the matter will be discussed with the Designated Safeguarding Lead, Halina Rooney, or Deputy Designated Safeguarding Lead, Jaclyn Orchant, in her absence, who would then inform the Headteacher. Where confidentiality has to be broken, an explanation is given to the child along with sensitive appropriate support.

ANSWERING DIFFICULT QUESTIONS
A child may ask an explicit or difficult question. Questions do not have to be answered directly, and can be addressed individually later. Teachers must use their skills and discretion in these situations and must seek support from the Senior Leadership Team and/or Designated Safeguarding Leads if they are unsure of the approach to be taken. All staff must ensure that they do not answer any personal questions.

Questions relating to gender choices are handled sensitively but in a manner that ensures that children understand that within the context of supportive relationships same sex couples can also love each other, can have families and fulfilled relationships.

VISITORS
Visitors may be used to support school based sex and relationship education. Arrangements for their involvement must be agreed with the PSHE Curriculum Lead in consultation with Senior Leaders and the Designated Safeguarding Lead.

RESOURCES
Appropriate resources are carefully selected to support the delivery of the sex education programme. Many emotion-based, child-friendly fiction and non-fiction books, reference books, leaflets and extracts from videos are used to support RSE teaching.

MONITORING AND EVALUATION
The delivery of SRE is monitored by the Headteacher and the PHSE Lead through:
- planning scrutiny
- learning walks
- PHSE Class Book scrutiny

Class teachers as part of our internal assessment systems monitor pupils’ development in SRE.
This policy will be reviewed bi-annually or earlier if statutory changes are made before the review date. At every review, the Governing Body will approve the policy.

**LINKS TO POLICIES**
Sex and relationship education is part of our PSHE programme and linked to the following policies:
- PSHE and Citizenship
- Safeguarding and Child Protection
- Healthy School
- Confidentiality
- Science
- Anti-bullying
- Behaviour