St. Helen's College

# Relationship and Sex Education Policy

**This is a whole-school policy which includes the Early Years and Foundation Stage. A hard copy of this policy is available to parents if they wish to see it. This policy has been written in accordance with the DfE guidance document 'Sex and Relationship Education Guidance' (ref DfE 0116/2000), the 2010 Equality Act, PSHE Association, and the Every Child Matters initiative.**
**The policy is reviewed taking parent views into consideration.**

## 1 Introduction

**1.1** The Relationships and Sex Education (**RSE**) Programme aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. It is not about the promotion of sexual orientation or sexual activity.

**1.2** While we use RSE to inform children about sexual issues, we do this in the context of family life and moral, stable and loving relationships.

## 2 Aims and objectives

**2.1** The course aims to teach children to:

- have respect for self and others, and have respect for the views of other people;
- understand the values which underpin human relationships and how relationships can be developed;
- understand that some relationships can be harmful;
- understand the physical development of their bodies as they grow into adults;
- know how humans reproduce;
- appreciate the commitment of long term relationships;
- ask moral questions and develop a strong personal morality and
- know what they should do if they are worried about any sexual matters.

## 3 Context

**3.1** Relationships Education is a compulsory subject. Our policy and programme reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

**3.2** We liaise with outside agencies about suitable teaching materials to use with our children. The majority of the resources used are from The Christopher Winter Project. They provide a comprehensive curriculum for relationships and sex education. This is a 'spiral' curriculum where topics are introduced one year and then developed in

further years. It is important to note that topics and the method of delivery will be age appropriate and start from the child's level of understanding.

## 4 Organisation

**4.1** We teach RSE through different aspects of the curriculum. We carry out the main sex education teaching in our Year 5 science curriculum and through PSHE in Year 6.

**4.2** Each year group from Ducklings through to Year 6 carry out Relationship Education lessons over the course of the academic year. In Years 3, 4, 5 and 6 the children carry out sessions in Sex Education also and shortly before this part of the course begins, we write to parents informing them of the school's policy on relationship and sex education, and encourage them a) to be aware of the possible imminence of puberty in their children, and b) to consider how they will begin to talk about this issue with their children. This is also discussed with parents at the start of the year in the year group 'Meet The Teachers' meeting. Form teachers teach Relationship Education, and with the support of the PSHE Co-ordinator and members of the SLT as appropriate, the Sex Education programme is delivered to years 3-6. In years 5 and 6 children will be split into gender groups for the delivery of RSE lessons in order for discussion to be less inhibited. Lesson coverage would remain the same for each group.
For details of what RSE objectives are taught in each year group, please see appendix 1. The relevant information in this appendix is sent out to parents prior to the lessons in Years 3-6 and at the start of the academic year in the 'Meet the Teacher' meetings to parents of Ducklings-Year 2 children.

**4.3** Teachers will answer questions with sensitivity and care, also allowing children to ask questions anonymously through the RSE question boxes should they wish to. Class parameters of what is appropriate and inappropriate will be established within the ground rules at the beginning of each session. Personal questions will not be answered. Delivery of the content will be made accessible to all children including those with Special Educational Needs and Disabilities and adaptations will be made according to the need.

## *5* The role of parents

**5.1** The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the RSE of their child;
- take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school and
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

**5.2** Withdrawal is only permitted to be requested or considered for some or all of the sex education delivered as part of the statutory RSE if there are valid reasons for this. If parents wish their child to be withdrawn from sex education lessons, they should discuss this with the Head and make it clear which aspects of the programme they do not wish their child to participate in.

## 6 Confidentiality

**6.1** Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to involvement, or likely involvement, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he or she might have been a victim of abuse. If the teacher has concerns, he or she will speak to the Designated Safeguarding Lead (DSL) and/ the Head. The DSL will then deal with the matter in consultation with the appropriate professionals and/or the police (see also Safeguarding Policy).

## 7 The role of the Head

**7.1** It is the responsibility of the Head to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Heads responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

## 8 Monitoring and review

**8.1** The Head and coordinator monitor the RSE programme. The RSE programme is reviewed regularly to ensure that the resources used are up to date and that we are meeting the needs of the pupils by fulfilling the statutory requirements. The pupils in Years 3-6 complete a survey at the end of the programme so that the content, teaching and learning can be monitored, evaluated and reviewed.

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| Person(s) Responsible | PKM |
| Date | September 2025 |
| Review Frequency | 1 year |
| Next Review | September 2026 |

Appendix 1

**Personal, Social, Health and Citizenship (PSHCE) Education and Relationship and Sex Education (RSE) - Changes to Curriculum**

Dear Parents,

The curriculum for Personal, Social and Health (PSHE) Education and Relationship and Sex Education (RSE) has been changed and there are new government guidelines in effect. At St. Helen's College, we pride ourselves on our delivery of this subject and how it is taught explicitly as well as being woven into all aspects of the curriculum and school life. As with everything, we are striving for a positive partnership with you, the children's families, and we would like everyone to feel engaged in their child's learning. Within the new guidelines, there is a focus on Relationship Education which must now be taught to all year groups from Reception onwards by statutory lessons. At St. Helen's College we

see real value in these lessons and so we start to teach this aspect of the curriculum from Ducklings onwards. These lessons are an important part of the school curriculum; the objectives for each year group can be seen below. Sex Education will now be gradually taught to children in Years 3-6. The objectives for this can also be seen below.
Some elements of Sex Education are taught through Science under the topic 'Reproduction', but this is separate to the PSHE Sex Education objectives.

We are always open to suggestions and questions, so please contact your child's class teacher in the first instance if you have any queries.

The school is required to offer :
Personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The school must effectively prepare pupils for the opportunities, responsibilities and experiences of life in British Society.

Form teachers teach this subject, with the support of the PSHCE Co-ordinator and members of the SLT as appropriate. Our policy is available on the school website should you wish to read it and copies are available on request.

Kind regards,

Mrs. Green

| Year Group | RSE Objectives |
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| Ducklings Spring and Summer term | Aware of own feelings, and knows that some actions and words can hurt others' feelings.<br><br>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.<br><br>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.<br><br>Initiates play, offering cues to peers to join them.<br><br>Keeps play going by responding to what others are saying or doing.<br><br>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. |
| Nursery Spring term | To communicate feelings to others, to recognise how others show feelings and how to respond to them. |

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| | To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. |
| Reception Summer term | Recognising how other people are feeling.<br><br>To communicate their feelings to others, to recognise how others show feelings and how to respond to them.<br><br>Share their views and opinions with others (What do they like/ not like about the new school building?)<br><br>Importance of respect for others.<br><br>Special people in their lives.<br><br>Appropriate and inappropriate touch. |
| Year 1 Summer term | Importance of not keeping secrets that make them feel uncomfortable, anxious or afraid.<br><br>To recognise their behaviour can affect other people.<br><br>Listening to others and playing cooperatively.<br><br>Importance of respect for the differences between people.<br><br>Special people in their lives.<br><br>Appropriate and inappropriate touch.<br><br>Bodies and feelings can be hurt.<br><br>To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say.<br><br>Hurtful teasing and bullying is wrong; what to do if teasing and bullying is happening. |
| Year 2 Spring term | Recognising how other people are feeling; about sharing feelings; their own feelings with others.<br><br>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments) To offer constructive support and feedback to others.<br><br>Learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.<br><br>Different types of behaviour and how this can make others feel.<br><br>Bodies and feelings can be hurt.<br><br>Different types of behaviour and how this can make others feel.<br><br>Bodies and feelings can be hurt. |

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| | Appropriate and inappropriate touch.<br><br>Hurtful teasing and bullying is wrong; what to do if teasing and bullying is happening. |
| Year 3<br>Summer term | Relationship Education<br><br>What makes a positive, healthy relationship, including friendships.<br><br>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.<br><br>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.<br><br>Difference between acceptable and unacceptable physical contact; how to respond to unacceptable physical contact.<br><br>Concept of keeping something confidential or secret about when they should or should not agree to keeping a secret.<br><br>That their actions affect themselves and others.<br><br>Listen and respond respectfully to a wide range of feelings in people.<br><br>That their actions affect themselves and others.<br><br>What is a dare? Should a dare be followed through?<br><br>What is meant by 'stereotypes'.<br><br>Sex Education<br><br>To explore the differences between males and females and to name their body parts.<br><br>To explore different types of families and who to go to for help and support. To include families with same sex parents. |
| Year 4<br>Summer term | Relationship Education<br><br>Recognise a wider range of feelings in others.<br><br>What makes a positive, healthy relationship, including friendships.<br><br>How to maintain good friendships.<br><br>How actions can affect ourselves and others.<br><br>Difference between acceptable and unacceptable physical contact; how to respond to unacceptable physical contact.<br><br>Concept of keeping something confidential or secret about when they should or should not agree to keeping a secret. |

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| | Listen and respond respectfully to a wide range of people about sharing their points of view.<br><br>Solving disputes and conflict amongst themselves and their peers.<br><br>Why stereotyping is negative; how this can affect people's well being.<br><br>Sex Education<br><br>To explore the human life cycle.<br><br>To identify some basic facts about puberty. |
| Year 5<br>Summer term | Relationship Education<br><br>Respond appropriately to a wider range of feelings in others.<br><br>Different types of relationships (friends, families, couples, marriage, civil partnership); about what constitutes a positive, healthy relationship about the skills to maintain positive relationships.<br><br>That differences and similarities arise between people for different reasons, including family, ethnic, cultural, religious and age etc.<br><br>Recognise when a relationship is unhealthy.<br><br>Consequences of their actions on themselves.<br><br>Judging whether physical contact is acceptable or unacceptable; how to respond.<br><br>Confidentiality about times when it appropriate and necessary to break a confidence.<br><br>Negotiation and compromise strategies to resolve disputes and conflict to give helpful feedback and support to others.<br><br>To give rich and constructive feedback and support to benefit others as well as themselves.<br><br>Recognise and challenge 'stereotypes'.<br><br>Sex Education<br><br>To explore how puberty is linked to reproduction.<br><br>To explore the emotional and physical changes that occur in puberty.<br><br>To understand male and female puberty changes in more detail.<br><br>To explore the impact of puberty and the importance of good personal hygiene.<br><br>To explore ways to get support during puberty. |

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| Year 6<br>Spring term | Relationship Education<br><br>Respond appropriately to a wider range of feelings in others.<br><br>Different types of relationships (friends, families, couples, marriage, civil partnership); about what constitutes a positive, healthy relationship about the skills to maintain positive relationships.<br><br>Recognise when a relationship is unhealthy.<br><br>The consequences of their actions on themselves and others.<br><br>Judging whether physical contact is acceptable or unacceptable how to respond.<br><br>Confidentiality about times when it appropriate and necessary to break a confidence.<br><br>Respectfully listen to others but raise concerns and challenge points of view when necessary.<br><br>Negotiation and compromise strategies to resolve disputes and conflict to give helpful feedback and support to others.<br><br>The factors that make people the same or different to recognise and challenge 'stereotypes'.<br><br>Discrimination, teasing, bullying and aggressive behaviour and its effect on others.<br><br>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, trolling, how to respond and ask for help).<br><br>Recognise and manage dares.<br><br>The importance of keeping personal boundaries and the right to privacy.<br><br>About the differences between, and the terms associated with sex, gender identity and sexual orientation.<br><br>That forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.<br><br>Sex Education<br><br>To consider puberty and reproduction.<br><br>To explore the process of conception and pregnancy.<br><br>To explore positive and negative ways of communicating in a relationship. |