



Relationships and Sex Education Policy

March 2025

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What is Relationship and Sex Education and why do we need it?

We define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships and being safe. Health Education is taught alongside Relationship Education, focusing on enabling pupils to make well-informed, positive choices for themselves, and includes teaching about the impact of growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the National Science Curriculum (see appendix 1). Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships Education provides pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

At Fielding Primary School, we aim to provide all pupils with knowledge and understanding of all kinds of relationships for them to establish their own positive, tolerant, and healthy relationships. We strive to prepare pupils for the physical and emotional challenges of growing up by teaching them about respect for themselves and others. We deliver this learning through Science, RSHE and Inner Curriculum lessons which include our No Outsiders lessons, all which are underpinned by our values-based ethos.

1. Aims

The aims of this policy are:

- To help pupils recognise and build healthy relationships
- To provide a curriculum that enables the pupils to make responsible and informed decisions about their health and well-being
- To emphasise that the values-based ethos of the school is reflected in the RSE curriculum.
- To provide a curriculum that enables the pupils to feel safe
- To provide a curriculum that teaches pupils how to keep themselves and their bodies safe
- To help teachers develop pupils' confidence in talking, listening, and thinking about feelings and relationships

- To help pupils be prepared for puberty and understand the basic changes that happen during puberty
- To ensure that the RSE curriculum demonstrates and encourages:
 - respect for self,
 - respect, tolerance and empathy for others,
 - responsibility for own actions,
 - responsibility for family, friends, school, and the wider community.

2. Statutory requirements

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can request to withdraw their child from sex education lessons (see section 8). Health education is a statutory requirement for all maintained schools.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a result of Relationship education, pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation, and extremism – and making pupils aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

This policy takes the views of staff, pupils, and parents into consideration. Existing practice has been reviewed alongside views from parents and staff. Changes to the policy have been made to comply to new government guidance.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice.)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning for these subjects.

At Fielding Primary School, we teach Relationships Education as set out in this policy.

3. Organisation

Relationships Education is embedded within our Relationships, Sex and Health Education (RSHE) and Science curriculum. RSE is delivered through learning opportunities that are well planned and age appropriate. We understand that views around RSE related issues are varied. Although we respect the right to have personal views, all Relationships Education issues will be taught without bias (Appendix 1). Overall themes and the importance of covering these within our Relationships

Education curriculum and what elements of Relationships Education are covered in each Year group are detailed in Appendix 2.

The teaching programme for Relationships and Sex Education follow legal requirements: all schools must teach certain content as part of the National Curriculum Science orders. Parents do not have the right to withdraw their child/children from this statutory element. These elements cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. See Appendix 3.

4. Inclusion

This policy should be read in conjunction with the Inclusion policy.

We are committed to the inclusion of all our pupils in the provision of Relationship education. Our Relationships Education curriculum aims to respond to a diversity of cultures, faiths, and family backgrounds. Pupils with Special Educational Needs (SEND) will be given extra support and time, when necessary. Pupils with English as an Additional Language (EAL) will be provided with resources and vocabulary that will allow them to access the content of the sessions. Planning and teaching should be regularly reviewed to ensure no pupil is disadvantaged and not included.

Equal opportunities: Every child is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all pupils have the opportunity to experience a programme of RSE Education at a level which is appropriate for their age and physical development, including differentiated provision if required.

We believe that RSE should meet the needs of all pupils regardless of their developing sexuality. We will aim to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer appropriate support. This policy should be read in conjunction with the Anti-Bullying policy and any instances of homophobic bullying will be managed in line with this.

In order for pupils to feel comfortable to ask questions, we will teach year groups 4, 5 and 6 in gender separated classes when covering concepts such as menstruation, masturbation, and conception. Where pupils are taught by gender, groups are based on sex at birth.

5. Child Protection and Sensitive issues

This policy should be read in conjunction with the Child Protection policy. We are fully aware that effective Relationships Education, Health, and Sex Education may bring about disclosures of child protection issues. Staff should be aware of the clear procedures for reporting their concerns. Any concerns should be reported to the Designated Safeguarding Lead in line with school procedures.

Staff will also be referred to the:

DfE's 2024 document on 'Keeping children safe in education'- statutory guidance for schools and colleges [Keeping children safe in education 2024](#)

In order to discuss and teach sensitive issues through our curriculum, it is imperative that the teachers delivering the lessons need to create and strengthen effective relationships with the pupils. In Years 4-6, the class teacher might not be teaching their actual class as pupils will be split into gender groups for the teaching of some concepts so they will be required to ensure that they create effective relationships, in line with our values-based ethos, quickly. All pupils have access to the same content.

6. Monitoring and review

Monitoring procedures are the responsibility of the Assistant Head teacher (Personal Development) in consultation with the curriculum leads, the Deputy Head (Designated Safeguarding Lead) and the Governing Board.

Teachers communicate the areas covered in the lessons on the year group notice boards.

Parents are welcome to make an appointment with their child's class teacher if they wish to see the materials and resources used. If parents are still concerned about their children taking part, they should speak to the class teacher about these concerns. If Year 6 parents are not willing for their children to take part in the sex education covering conception, they can discuss withdrawing them from elements of the lessons. For withdrawal procedure see point 8.

7. Delivery of RSE: Content, delivery, and training

Content

Relationships Education is taught within the Relationships, Sex and Health Education curriculum (RSHE). Our RSHE and relationship education is planned using the Ealing RSHE scheme of work which is adapted to suit our pupils and to be in line with our values based education. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships Education are covered in the Summer Term as part of RSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the NSPCC PANTS rule, families and people who care for me are taught throughout the school year in both lessons and assemblies to ensure a consistent spiraling approach to keeping safe to ensure a deep understanding.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The above points are covered in an age-appropriate way from Early Years to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some pupils may have a different structure of support around them (for example: looked after children or young carers). These themes are covered further through our weekly Inner Curriculum lessons.

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure pupils are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in Year 6 only. In these lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

For more information about our Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and appendix 3 outlines the vocabulary our school uses during these lessons.

As part of the RSHE curriculum, our school delivers lessons on the pants rule, appropriate and inappropriate touching from Year 1 leading up to covering Female Genital Mutilation (FGM) with Year 4 pupils. For more information on the content of these lessons, please speak to class teachers in Year 4.

Delivery

Relationships Education will usually be delivered by a member of school staff. Relationships Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups (in Years 4-6)

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils 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.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

The Assistant Head teacher (Personal Development) will monitor the implementation of Relationships Education alongside curriculum leads, this monitoring involves learning walks, book scrutiny, lesson observations, pupil voice sessions and staff focus groups.

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships Education. Parents will be informed about the Relationships Education programmes part of our RSHE curriculum at the start of the year. Parents will be further informed of when specific RSE units will take place (usually during the summer term) alongside information on what their children will be learning.

The school will liaise with parents through:

- RSE workshops
- News articles on school website
- Letters on Year group noticeboards

The school encourages parents to discuss Relationships Education with the child's class teacher and the Assistant Head teacher, RSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

9. Parents right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1).

Parents also cannot withdraw their children from the statutory National Curriculum for Science (see appendix 1) which includes teaching about puberty.

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the Head teacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If parents withdraw a child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils, for example, on the playground, walking home from school. By withdrawing pupils from sex education lessons, they may seek the information from elsewhere, for example, friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose pupils to information which is not appropriate for their age.

10. Roles and responsibilities

The governing board

The governing board will approve the Relationships Education policy and hold the Head teacher to account for its implementation.

The Head teacher

The Head teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about delivering elements of our curriculum are encouraged to discuss this with the Head teacher.

The Assistant Head teacher responsible for Personal development is responsible for overseeing the leading of RSHE and RSE by our curriculum lead.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to these subjects, treat others with respect and sensitivity.

APPENDIX 1: Curriculum coverage – science, relationships education and health education

| Relationships Education | Sex Education | Science | Health education |
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| <p>Families and people who care for me</p> <ul style="list-style-type: none"> ○ that families are important for children growing up because they can give love, security, and stability. ○ 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. ○ 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 | <ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ Sexual reproduction in humans ○ Reproductive cycle in humans | <p>Key Stage 1:</p> <ul style="list-style-type: none"> ○ 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. <p>Key Stage 2:</p> | <p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ that mental wellbeing is a normal part of daily life, in the same way as physical health. ○ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ○ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ○ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ○ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ○ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |

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| <ul style="list-style-type: none"> ○ 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. ○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | <ul style="list-style-type: none"> ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | <ul style="list-style-type: none"> ○ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| <p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual | | | <p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ that for most people the internet is an integral part of life and has many benefits. ○ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content |

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| <p>respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ○ 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. ○ 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 | | | <p>online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> ○ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, are age restricted. ○ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ○ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. ○ where and how to report concerns and get support with issues online. |
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| how to seek help or advice from others, if needed. | | | |
| Respectful relationships <ul style="list-style-type: none"> ○ 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. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ 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 | | | Physical health and fitness <ul style="list-style-type: none"> ○ the characteristics and mental and physical benefits of an active lifestyle. ○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health. |

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| <p>others, including those in positions of authority</p> <ul style="list-style-type: none"> ○ 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. ○ what a stereotype is, and how stereotypes can be unfair, negative, or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers, and adults. | | | |
| <p>Online relationships</p> <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for | | | <p>Healthy eating</p> <ul style="list-style-type: none"> ○ what constitutes a healthy diet (including understanding calories and other nutritional content). ○ the principles of planning and preparing a range of healthy meals. ○ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other |

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| <p>others online including when we are anonymous.</p> <ul style="list-style-type: none"> ○ the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how information and data is shared and used online. | | | <p>behaviours (e.g. the impact of alcohol on diet or health).</p> |
| <p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ 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>Drugs, alcohol, and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |

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| <ul style="list-style-type: none"> ○ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ where to get advice e.g. family, school and/or other sources. | | | |
| | | | <ul style="list-style-type: none"> ○ Health and prevention |

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| | | | <ul style="list-style-type: none"> ○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. ○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation, and vaccination. |
| | | | Basic first aid <ul style="list-style-type: none"> ○ how to make a clear and efficient call to emergency services if necessary. ○ concepts of basic first aid, for example dealing with common injuries, including head injuries. |
| | | | Changing adolescent body <ul style="list-style-type: none"> ○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |

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| | | | <ul style="list-style-type: none">○ about menstrual wellbeing including the key facts about the menstrual cycle. |
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APPENDIX 2: Relationships Education learning objectives (taken from the wider Ealing PSHE scheme of work)

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| Reception Our lives | Lesson 1: Our day Lesson 2: Keeping ourselves clean. Lesson 3: Families |
| Year 1 Growing and caring for ourselves | Lesson 1: Keeping clean. Lesson 2: Growing and changing. Lesson 3: Families and care |
| Year 2 Differences | Lesson 1: Differences, boys, and girls Lesson 2: Differences, male and female Lesson 3: Naming the body parts |
| Year 3 Valuing difference and keeping safe | Lesson 1: Differences male and female Lesson 2: Personal space Lesson 3: Family differences |
| Year 4 Growing up | Lesson 1: Growing and changing. Lesson 2: What is puberty? Lesson 3: Puberty and changes |
| Year 5 Puberty | Lesson 1: Talking about puberty. Lesson 2: Male and female changes Lesson 3: Puberty and hygiene |
| Year 6 Puberty, relationships, and reproduction | Lesson 1: Puberty and reproduction Lesson 2: Understanding relationships. Lesson 3: Conception and pregnancy Lesson 4: Communicating in relationships |

APPENDIX 3: Relationships Education vocabulary

| Year group | Vocabulary |
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| Reception | Boy Girl Routine Clean Washing Family Differences |
| Year 1 | Clean |

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| | Hygiene Boy Girl Penis Vagina Lifecycle Family Differences |
| Year 2 | Different Similar Teats Udder Penis Vagina Vulva Testicles Nipples |
| Year 3 | Differences Vagina Vulva Womb Penis Testicles Touch Personal space Family |
| Year 4 | Lifecycle Body change Puberty Penis Vagina Vulva Testicles Nipple Womb |

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| | Pubic hair Breasts Sperm Egg (ovum) | |
| Year 5 | Puberty Physical changes Emotional changes Penis Vagina Vulva Period/ menstruation Nipples Breasts Pubic hair Testicles Erections Wet dreams Egg Fallopian tube Sperm Hygiene | |
| Year 6 | Reproduction Uterus Vagina Vulva Nipples Relationship Friendship Sexual intercourse Sperm Egg Fertilized Personal information Keeping safe Communication | Puberty Penis Testicles Breasts Positive and negative relationship Touching - sexual touching. |

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| | Menstruation |
| | Wet dream |
| | Pubic hair |
| | Erection |
| | Pregnancy |