



ELTHAM

CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Relationships and Health Education Policy

(including Sex Education)

Reviewed: November 2024

Next review: November 2025

“I praise you because I am **fearfully and wonderfully made**;
your works are wonderful, I know that full well.”

Psalm 139 v 14



Eltham Church of England Primary School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

This policy was drafted by the Headteacher in consultation with the Senior Leaders of the school as well as the Faith group and Curriculum Committee members of the Governing Body, following consultation with all stakeholders including parents/carers. Parents/carers are given the opportunity to discuss this policy at our specially convened parent consultation evening, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

LEGISLATION

Documents that inform the schools Relationships and Sex Education policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Keeping children safe in education (2024)*
- *Children and Social Work Act (2017)*

1. Policy aims

Relationships Education is lifelong learning about physical, moral and emotional development. It is about teaching healthy in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationships with others. Relationships Education will outline the importance of marriage for family life and the raising of children; highlighting the role of marriage, as well as recognising that there are other stable relationships outside of marriage, as the building blocks for community and society.

“Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned. This includes vigilant safeguarding. It is especially important that the equal worth of those with and without special educational needs and disabilities is recognised in practice”. (Church of England Vision for Education p7)

Through the provision outlined in this policy we also aim to raise pupils' faith and confidence, to develop communication and assertiveness skills that can help them stay true to their faith and understanding of being a child of God. We hope to teach pupils to be understanding of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right skills that will enable them to seek information or support, should they need it, both during their school years and after.

2. Roles and responsibilities

School staff

It is important that all teaching and classroom-based support staff feel comfortable to take relationship education classes and answer questions from pupils. If the teacher does not feel confident leading Relationships Education discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver relationships education including age appropriate sex education, in line with our scheme of work; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching Relationships Education is so important.

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents/carers, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all stakeholders (both staff and governors) are given regular and ongoing training on issues relating to Relationships Education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding Relationships Education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the Relationships Education curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced Relationships Education in school.
- Communicate effectively with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships and sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Headteacher.
- Attend and engage in professional development training around relationships and sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching Relationships Education and pupil response.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.

Pupils

Pupils are expected to attend relationships and sex education classes that are in their school timetable and take them seriously. Although they are not assessed, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationships Education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the **school behaviour policy**.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their manager if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

Parents/carers

The school expects parents/carers to share the responsibility of relationships and sex education and support their children's personal, social and emotional development. We encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

3. Implementation and Curriculum

It is important that we implement our Relationships Education policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we will be exposed to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships, media, self-awareness and the Church of England's teaching.

The overview of the school's scheme of work for relationships education, including the school's sex education modules are found under appendix 1 and appendix 2 (Sex Education Long Term Plan).

Eltham Church of England Primary School is committed to fully delivering a curriculum offer to all our pupils, including relationships education as defined by the Department of Education's statutory guidance 2024. Therefore, the curriculum coverage outlined in appendix 1 and 2 delivers this expectation.

The school is also aware of the concerns and feelings of parents/carers and staff regarding the content and delivery of lessons and their own faith and beliefs and as such it is recommended that staff and parents/carers meet with the Headteacher to discuss these concerns should they be a conflict.

Dealing with difficult questions

Prior to the lessons being delivered, staff will be asked to discuss with colleagues/SLT how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Headteacher or other members of the SLT. The Headteacher may ask the class teacher to redirect some questions to parents/carers /carers, if necessary.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationships Education.

The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some of these include:

- 1:1 adult support to ensure immediate responses to questions
- practical activities
- using DVDs or video
- group and paired activities.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Headteacher/SLT to decide how to support the child. Staff may discuss with parents/carers /carers parents/carers if necessary.

Withdrawal from Sex Education

The school aims to keep parents/carers informed about all aspects of the Relationships Education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school well in advance of the lessons being taught. It is, however, a statutory right of parents/carers to withdraw the children in their care from the three sex education lessons in taught in Year 6. These are clearly identified on the scheme of work, and excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum Science scheme of work.

Any parent wishing to withdraw their child from Year 6 sex education should contact the Headteacher who will arrange a meeting to discuss their concerns. Sex Education (as defined within the DfE statutory guidance) is a vital part of the school curriculum and supports child development and we strongly urge parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Complaints

Parents/carers /Carers who have complaints or concerns regarding the Relationships Education curriculum should contact the school and follow the **school's complaints policy**.

Equal opportunities

Relationships Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour policy**.

Safeguarding and confidentiality

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers and support for staff will be provided , if needed.

It may be the case that discussion around what is acceptable and not acceptable in Relationships Education may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Lead (DSL) as is outlined in the school child protection and safeguarding procedures. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's **staff discipline, conduct and grievance procedures**.

4. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the Relationships Education curriculum annually, and will inform parents/carers of any revisions to the school policy or sex education curriculum. We aim to monitor the effectiveness of our sex education provision through:

- annual feedback from pupils
- annual feedback from parents/carers
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers , as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Signed by

Governor

Date:

Headteacher

Date:

This policy will be reviewed annually.

Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

Families and committed relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

Year group		Video	Vocabulary	Lessons
Y1	The importance of family	My family	family, important, differences, similarities, happy, special, superhero	1. My family 2. Our families 3. Superhero families!
Y2	The diversity of families	Different families	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	1. Who is in a family? 2. A happy family 3. Families of all kinds
Y3	Different types of committed relationships	Belonging together	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	1. Commitment and marriage 2. All change! 3. Family changes: when parents separate
Y4	Families and other relationships	Spoiling the fun?	relationships, appropriate, behaviour, belonging, membership, together, family	1. Different relationships: boundaries and behaviour 2. Belonging 3. Caring families
Y5	Healthy, committed relationships	What is love?	relationships, healthy, diversity, commitment	1. Values of healthy relationships 2. Diversity in relationships 3. It's all about commitment
Y6	Starting a family (sex education)	Starting a family	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, Caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	1. Starting a family 2. The impact of having a baby 3. When is it right?