


Sparsholt C of E Primary School

Relationships and Sex Education Policy 2025-2026



Review Frequency	Yearly
Reviewed by PHSE Governor	January 2025
Review Date	January 2026
Approved by the Curriculum Governing Body	27 th February 2025
Statutory or Non-Statutory	Statutory
Signature of Headteacher	
Signature of Chair of Approving Committee	

This policy follows the RSE guidelines from the Department for Education. The policy was developed alongside and using resources from the SCARF scheme of work that the school follows.

Our Vision and Christian Values

Our vision 'Dig deep and flourish with courage, compassion and creativity' encapsulates the ethos of Sparsholt C of E Primary School. Our core Christian values reflect the commitment we have to create a positive future for all our learners.

These core values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

Aims

We undertake to follow the principles in the Church of England *Charter* for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

It is important that the RSE programme recognises that there may be different cultural or faith based views relating to this area of the curriculum. Therefore, it is essential that what is taught reflects the diverse society in which we live, which includes LGBTQ, and that all children have access to age appropriate information free from stereotyping or discrimination.

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

1. Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At Sparsholt C of E Primary School we teach RSE as set out in this policy.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review –The PSHE lead pulled together all relevant information including relevant national, local and Diocesan guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Governor consultation- this included wider reading around RSE, the Equality Act, and debate around the Church of England's guidance documents. The Foundation Governor also attended a Diocesan Area Briefing which covered Relationships and Sex Education.
- Parent/stakeholder consultation – A presentation was made available on the website. The draft policy was made available to parents and they were invited to make comments and respond to a 5 question Survey.

3. Definition of Relationships and Sex Education

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

4. How will Relationships and Sex Education be taught?

RSE is taught as part of our Personal, Social, Health Education (PSHE). The school uses a scheme of work named SCARF (**Safety, Caring, Achievement, Resilience, Friendship**).

RSE is normally delivered by class teachers in mixed gender groups. Visiting speakers from the community may be invited to lead sessions. Health promotion specialists, school nursing team, community police etc. make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. PSHE lessons are usually weekly and last about 20 to 30 minutes. They normally take the form of an open discussion and are always non-judgemental and non-biased. In Years 5 and 6 where specific sex education is taught, the lessons may make up one or two longer afternoon sessions.

PSHE SCARF: Safety, Caring, Achievement, Resilience, Friendship		
Unit 1 Autumn 1	Unit 2 Autumn 2	Unit 3 Spring 1
Me and My Relationships Feelings/emotions/conflict /resolution/friendships	Valuing Difference British Values focus	Keeping Myself Safe Safe internet use, drugs and relationships Education
Unit 4 Spring 2	Unit 5 Summer 1	Unit 6 Summer 2
Rights and Responsibilities Money/living in the wider world/environment	Being My Best Keeping healthy/Growth Mindset/goal setting/achievement	Growing and Changing RSE related issues

Relationships Education runs through each unit and will address issues such as keeping safe (including Online Safety), positive relationships, keeping healthy both physically and mentally, respecting diversity and showing tolerance towards others. Whilst many aspects of Relationships Education are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Relationships and Sex Education is primarily covered in Unit 6 Growing and Changing.

Curriculum Outline

RSE Unit 6 - taught in the Summer term 2		
From Early Years through to Year 4 our RSE teaching provides a basic awareness of our bodies and growth at an age appropriate level , and also focuses on personal safety and appropriateness.		
Year Groups	Growing and Changing (RSE) topics	Lesson Content
Early Years	Where do babies come from?	Using a story such as <i>There's a house inside my mummy</i> .
	Me and my body	Introduction into parts of the body that are private including correct terminology for private parts.
	Getting bigger	How we go from babies using a story about getting bigger, such as <i>You'll Soon Grow into Them, Titch</i> .
	Life Stages	Plants, animals life cycles.
	Life Stages Who will I be	Human life cycle using a story such as <i>Once there were giants</i> .
Year 1 and 2	Taking care of a baby	How to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
	Keeping secrets/Respecting Privacy	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.
	Keeping Privates Private	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	Growth	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)
	My body, your body	Differences and similarities between girl's and boy's bodies. Naming body parts including correct terminology for private parts.

Year 3 and 4	Body Space	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
In Year 5 and 6 (with the option in Year 4) our RSE teaching provides an introduction to the physical changes relating to puberty. We term this as specific sex education.		
Year Groups	Growing and Changing (RSE) topics	Lesson Content
Year 4 Additional lessons We offer this to parents <u>should they wish</u> for their child to have an understanding prior to the Year 5 lessons. These lessons can be taught single sex if required.	All Change	Understand and explain why puberty happens.
	Period positive	<ul style="list-style-type: none"> • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods.
Years 5 and 6	Changing bodies and feelings (includes Period positive)	Introduction to puberty. Learning about how male and female bodies develop and what periods are.
	Growing up and changing bodies	The different changes that happen when a person reaches puberty.
	Stop start stereotypes	Challenging gender stereotypes, respecting others and bullying
Year 6 specific	How babies are made.	Age appropriate explanation of human reproduction. Linked with science curriculum.

5. Establishing a safe learning environment for teaching RSE

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Elizabeth Hanratty (Headteacher) and Jane Gwilliam (Deputy Headteacher) should be informed.

No adult should ever promise confidentiality to a child, as per the school's Child Protection and Safeguarding Policies.

Procedures for a safe learning environment at Sparsholt C of E Primary School:

- Our SCARF scheme of work promotes emotional health and wellbeing as a whole-school approach to supporting pupil welfare and safety. It builds a positive, respectful ethos in school.
- We work with pupils to establish ground rules about how they will behave towards each other in discussion.
- We provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers.
- We offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- We provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- We are aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.

- We will provide information to children about how they can get help and support both in school and outside, as appropriate.
- We work within the school's policies on safeguarding and confidentiality, in regards to any disclosures made during sessions
- We depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

Although ground rules are most meaningful and effective when developed as a class, there are basic elements that should be encouraged, including:

- Listen to and respect each other
- Use language that won't offend or upset other people.
- Use the correct terms, and if we don't know them, we will ask for help.
- Comment on what was said, not the person who said it.
- Don't share our own, or our friends', personal experiences.
- Don't put anyone on the spot or ask personal questions
- We have the right to pass.
- Don't judge or make assumptions about people.

6. Inclusion and Equal Opportunities

The RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation; answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Sparsholt C of E Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Pupils will learn from an early age that there are many different types of family. In KS2, pupils will be taught that the term relationship may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. **The promotion of any type of relationship shall not occur.**

7. Roles and Responsibilities

The Governing Body

The governing body has delegated the approval of this policy to The Curriculum Committee and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leader

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises.
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

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

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers

7. Parental concerns and withdrawal of Pupils

Sparsholt C of E Primary School will inform parents when aspects of the Sex Education programme are taught and also when RSE subjects of a sensitive nature are taught. This will provide an opportunity for parents to view a sample of the resources used in lessons.

Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons.

Relationships Education is a statutory part of the school's curriculum and, consequently, parents **may not** withdraw pupils from these lessons.

However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes.

8. How Relationships (and Sex) Education is monitored and evaluated

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include: task outcomes, questioning and observation. At the end of the year, each year group reviews the RSE programme they have implemented and pass on any comments to the PSHE leader as part of this monitoring cycle.

9. Policy Review and Development Plan

This policy is reviewed at least every year and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Review will take into account the feedback from teaching staff, pupils and parents. Governors consider evaluations and recommendations before amending the policy. Governors remain ultimately responsible for the policy.

10. Links to other policies:

This policy should be read in conjunction with the following school policies and DFE publications:

- Child Protection Policy
- Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- Equality Policy
- Online Safety Policy
- DfE Keeping children safe in education (2024)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (see link below)

References

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10;10), regardless of their family arrangements, beliefs or sexual or gender orientation.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf