

# Relationships and Sex Education Policy

Croyland Primary School

July 2025

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>HEADTEACHER</b>
<b>SIGNED:</b>	<b>LUCY DEAKIN</b>
<b>TO BE REVIEWED:</b>	<b>JULY 2026</b>

## **Legal Duty:**

Our school's policy on Relationship and Sex Education is based on the DfE document: Relationships education, relationships and sex education (RSE) and health education June 2019.

We recognise Relationships and Sex Education as this policy's full title, but for brevity's sake we will refer in the rest of this policy simply to 'RSE'.

As of September 2020, the teaching of RE/SE/HE is compulsory in all primary schools. It has however, been part of the Croyland Curriculum following the ECM Agenda.

This policy document contains information explaining how our teaching of RSE at Croyland complies with the legal duty requested of us.

## **Introduction:**

At Croyland Primary School, RSE is an integral part of our Personal, Social and Health Education (PSHE) curriculum. Our RSE curriculum has been developed and is reviewed annually to ensure it meets the needs of our pupils; focusing on the community they live in and the ever-challenging world they are growing up in.

RSE as part of our PHSE curriculum represents a huge opportunity in supporting our children to grow and develop into emotionally secure and strong young people and ultimately, help them to become successful and happy adults who make a meaningful contribution to society.

## **DFE June 2019 Definitions of RSE:**

### ***Relationship Education***

Relationships Education puts in place the fundamental building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect

By the end of primary school, will have been taught content on:

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

**Health Education:**

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of their time with us (Year 6), our pupils will have been taught about:

- *mental wellbeing*
- *3-2-1 decision making*
- *internet safety and harms*
- *physical health and fitness*
- *healthy eating*
- *facts and risks associated with drugs,*
- *alcohol and tobacco*
- *health and prevention*
- *basic first aid*
- *changing adolescent body*

**Sex Education:**

The Governors and Leaders of CPS have made the decision to teach elements of Sex Education.

In addition to the content above and the requirements of the national curriculum for science, the Year 6 curriculum includes the areas of puberty and reproduction, relationships and reproduction, conception, pregnancy and being a parent.

To support our Year 6 teaching, we use 'KAPOW PRIMARY' The content taught is arranged around five themes: physical and emotional changes, conception, the cycle of life, family life and relationships.

**RSE Intent – within our PHSE curriculum:**

Children need high-quality RSE so they can make wise and informed choices as they grow.

At CPS, the curriculum of RE/SE/HE, is embedded into our PHSE curriculum. Our PHSE curriculum has been developed and is responsive to the needs of our school community and the ever-changing world our pupils live in.

At CPS, we prioritise the teaching of Personal, Social, (PSHE) Education and consider it as important as the core subjects of Literacy and Numeracy,

All Staff are relentless in their drive to support our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

Specifically, through teaching RSE, it is our intention that our pupils:

- understand about the range of relationships, including the importance of family for the care and support of children
- develop openness in talking, listening and thinking about feelings and relationships
- are able to name parts of the body and describe how their bodies work
- are prepared for the physical and emotional changes of their bodies at puberty.
- understand that all bodies develop at different times and at different rates.
- understand the consequences of their actions and behave responsibly within relationships
- recognise unsafe situations and be able to protect themselves and ask for help and support
- know and understand the role the media plays in forming attitudes
- know and understand how safe routines can reduce the spread of viruses

### ***RSE Implementation within our PHSE curriculum:***

We teach RSE through different subjects of the curriculum and aspects of day-to-day school life. Our main RSE teaching within our PSHE curriculum takes place in the Autumn Term. It is taught by class teachers, supported by other male and female role models that the children are comfortable and familiar with.

We hope this community approach ensures that all school staff are seen as a source of information and support, rather than solely the class teacher and that the “taboo/embarrassing and” nature” of the subject is removed.

The long term plan for RSE maps out a grid of lessons/units for each year group

The table below sets out how PSHE essential learning is allocated within each key stage. This ensures an age appropriate spiral curriculum implementation.

EYFS & KEY STAGE ONE  YEARS R, 1 AND 2	<ul style="list-style-type: none"><li>• That there are male and female animals, which have offspring that grow into adults, as humans do</li><li>• The names for the main parts of the body, including the male and female private parts</li><li>• The importance of how to maintain personal hygiene</li><li>• That there are different types of families and that family and friends should care for each other</li><li>• Identify and respect the differences and similarities between people and to recognise and challenge stereotypes.</li><li>• Identify their special people (family, friends, carers), what makes them special and how they should care for them</li><li>• Growing and changing and new opportunities and responsibilities that increasing independence may bring</li></ul>
LOWER KEY STAGE TWO  YEARS 3 & 4	<ul style="list-style-type: none"><li>• How boys’ and girls’ bodies change as they approach and move through puberty</li><li>• The process of growing from young to old and how people’s needs change</li><li>• That there are different types of relationships, including those between friends and families</li><li>• Recognise when and how to ask for help and use basic techniques for resisting unwanted pressure to do something which they believe to be wrong</li><li>• Judge what kind of physical contact is acceptable or unacceptable and know how to respond, including who to tell and how to tell them</li><li>• Appropriate strategies for keeping physically and emotionally safe in their relationships with others</li></ul>
UPPER KEY STAGE TWO  YEARS 5 & 6	<ul style="list-style-type: none"><li>• How boys’ and girls’ bodies change as they approach and move through puberty and what they can do to manage these changes</li><li>• The importance of and how to maintain personal hygiene</li><li>• That there are different types of relationships, including those between friends and families, marriage and civil partnership</li><li>• The physical facts of human reproduction, including conception and pregnancy</li><li>• That sexual intercourse is part of an adult sexual relationship and is one way a couple can choose to start a family</li><li>• Recognise what constitutes a positive, healthy relationship and to develop skills in forming and maintaining such a relationship</li><li>• How pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know</li><li>• Appropriate strategies for keeping physically and emotionally safe in their relationships with others, including online relationships</li><li>• How images in the media do not always reflect reality and can affect how people feel about themselves</li></ul>

**The detail of each lesson can be found in Appendix 1**

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

The teacher will always respond sensitively and give due regard to the emotional development/needs and gender bias of the children in the class/group.

We also teach RSE through other subject areas (e.g. Science, PE and R.E.), where we feel that they contribute significantly to deepening a child's knowledge and understanding of his or her own body, how it is changing and developing and the impact, of their actions on the relationships they have with others.

Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

RSE learning does not only take place through the taught curriculum but through all aspects of school life including the playground, individual wellbeing conversations, response to demonstrated behaviour and through assemblies and circle times.

### ***RSE in the Science Curriculum***

Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. The content listed below is compulsory for a primary aged child.

#### ***Year 1 pupils should be taught to:***

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### ***Year 2 pupils should be taught to:***

Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise and eating the right amounts of different types of food.

#### ***Year 5 pupils should be taught to:***

Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.

#### ***Year 6 pupils should be taught to:***

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### **Pupil questions:**

In all subjects, we encourage our children to ask questions. In RSE there are opportunities for single sex question sessions.

When preparing for a question and answer session:

- The teacher will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is deemed not appropriate to address with the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupil of the ground rules.
- The teacher will set the tone by speaking in a matter-of-fact but sensitive and caring way to ensure that the subject is discussed in such a way which encourages thoughtful participation.

The use of the *class question box* is reiterated strongly at this time for those children who are not confident in asking their question in a public forum.

If a child is absent when their question is asked the teacher will ensure that they meet with the child personally to give them the information they need.

If a teacher/ TA receives a question that they feel uncertain of how to answer, it should be discussed with a member of SLT. Consideration must always be given to an individual's religious or cultural factors, and to parents' wishes before any question is answered.

If the decision is made to answer the question on an individual basis, a record must be kept of that discussion on **MyConcern**.

If through teaching, a member of staff is concerned that a pupil is at risk of sexual abuse the Headteacher must be informed and the usual child protection procedures followed.

### **The Role of Parents**

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 and appreciate for many; it is a nervous time, as we are preparing them for the responsibilities and experiences of adult life.

In preparation for the teaching of an RSE unit of work, we provide our parents the information they need so that they feel informed and comfortable with our proposed teaching.

**The letter can be read in Appendix 2. This is sent annually before the RSE unit is taught.**

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school except for those parts included as part of the statutory National Curriculum for Science (See above).

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. *Article 5- parental guidance UNCRC*.

In every case, the Headteacher/delivering teacher will meet with the parent to explain further the content of the lessons and consider together, how they can support the teaching of their child.

If a parent makes the decision to remove their child from the sex education part of Their RSE unit of work, this must be recorded on **MyConcern**.

If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with previous teaching, and be invited to join another class for that session.

### **Confidentiality:**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

If a child indicates that they may have been a victim of sexual abuse, this information will be shared immediately with a DSL who will call MASH for immediate advice/the actions to be taken.

School staff knows that they cannot offer or guarantee absolute confidentiality when talking to a child. When the content of their talk is not deemed a safeguarding/child protection issue, but is clearly worrying the child, we try to encourage them to talk to their parents or carers or allow us to do so, as their supporting adult.

### **Equal Opportunities:**

Children may have varying needs regarding RSE depending on their individual circumstances and background. Our school strongly believes that all children should have access to an RSE curriculum.

### **Special Needs**

Children with special educational needs will be given the opportunity to fully participate in RSE lessons. A differentiated programme will be provided where necessary to facilitate a developmentally appropriate response.

### **United Nations Convention on the Rights Of The Child**

We ensure through our RSE teaching that our children become aware of their rights, specifically Article 34 -Sexual exploitation and Article 19- protection from violence, abuse and neglect.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to ensure that staff are informed about our RSE policy, that parents may request a copy of the policy and that the policy is implemented effectively.

### **Monitoring and Review**

The Curriculum & Pupil Welfare Committee is responsible for monitoring the implementation and impact of this policy document. This committee reports its findings and recommendations to the Full Governing Board.

### **Complaints Procedure**

Any complaints about the RSE teaching should be made through the school's complaints procedure and in the first instance are directed to the Headteacher

## Appendix 1: Core learning in bullet points

### Croyland Primary School: RSE Scheme of Work:

#### RSE UNITS YEAR 1: Growing and Changing

- **Growing and changing:** To learn how human babies change as they grow. To begin to understand that there are changes they can choose and changes they can't do anything about.
- **Family:** To recognise that every family may be different and respecting this.
- **Friendships:** To recognise why friendships change and know that change is a normal part of life.

##### **Lesson One:**

Learning Intention: To learn how human babies change as they grow.

##### **Lesson Two:**

Learning Intention: To learn how human babies change as they grow. To begin to understand that there are changes they can choose and changes they can't do anything about. To know that change is a normal part of life.

##### **Lesson Three:**

Learning Intention: To recognise similarities and differences between themselves and others and treat others sensitively.

##### **Lesson Four:**

Learning Intention: To name some emotions that may be felt in situations involving the loss of special possessions.

##### **Lesson Five:**

Learning Intention: To show interest in the lives of people who are familiar to them. To recognise that families can be very different but they are all special.

##### **Lesson Six:**

Learning Intention: To learn that animals, including humans, grow and change.

#### RSE UNITS YEAR 2: RELATIONSHIPS

- **Relationships:** To learn about different types of families. To recognise their sense of self and the ways in which their home life is special.
- **Feelings:** To recognise and talk about feelings. To understand loneliness and having to share someone who is important to them.

##### **Lesson One:**

Learning Intentions: To learn about different types of families. To recognise where they are from and where they want to get to.

##### **Lesson Two:**

Learning Intentions: To recognise different types of families and the way their home life is special. To recognise where they are from and where they want to get to.

**Lesson Three:**

Learning Intentions: To identify what love and care for someone can look like.

**Lesson Four:**

Learning Intentions: To begin to understand that if someone leaves they still care. To begin to recognise people have to make hard choices and sometimes they have no choice.

**Lesson Five:**

Learning Intentions: To be able to talk about sharing people I care about. To talk about feelings when I feel alone or when I have to share something or someone who is important to me.

**Lesson Six:**

Learning Intentions: To talk about feelings when they are alone

## RSE UNITS YEAR 3: RELATIONSHIPS/CHANGES

- **Feelings:** To recognise death and loss and the feelings associated with it. To understand that death is a normal part of life.
- **Changes:** To understand the reasons that change can feel uncomfortable and scary. To learn some ways of dealing with the feelings that can sometimes arise from change. To understand why other people are behaving as they are when they are finding a change difficult.

**Lesson One:**

Learning Intentions: To talk about feelings towards important people/animals in my life.

**Lesson Two:**

Learning Intention: To begin to understand how most people feel when they lose something or someone they love.

**Lesson Three:**

Learning Intention: To begin to understand how most people feel when they lose something or someone they love.

To recognise different ways to celebrate the life of someone /something children care about.

To understand that death is a normal part of life.

**Lesson Four:**

Learning Intention: To be able to talk about feelings if an unwanted change was imposed upon them. To recognise the reasons why sometimes changes can be uncomfortable and scary. To be able to talk about how it feels to belong to a group and know it is important to most people.

**Lesson Five:**

Learning Intentions: To recognise that individual thinking and feelings affects what happens. To understand why behaviour can change when things become difficult. To know some ways of dealing with the feelings that sometimes arises from change.

**Lesson Six:**

Learning Intention: To know some ways of dealing with the feelings that sometimes arises from change.

To begin to understand why other people are behaving as they are when they are finding a change difficult.

## RSE UNITS YEAR 4: RELATIONSHIPS/CHANGES

- **Growing and Changing:** To understand all living things are constantly changing.
- **Puberty:** To learn about the physical changes associated with puberty. To learn the correct names for their adult body parts.
- **Hygiene:** To learn about the importance of their own hygiene routine as their bodies develop.

### Lesson One:

Learning Intention: To understand all living things are constantly changing.

### Lesson Two:

Learning Intention: To learn about the physical changes associated with puberty.

### Lesson Three:

Learning Intention: To learn about the physical changes associated with puberty.

### Lesson Four:

Learning Intentions: To learn about the importance of their own hygiene routines.

### Lesson Five:

Learning Intentions: To learn about the importance of their own hygiene routines.

### Lesson Six:

Learning Intentions: To consolidate the importance of their hygiene routines.

## RSE UNITS YEAR FIVE: CHANGES

- **Embarrassment:** To explore how it feels when you become embarrassed and develop strategies to deal with embarrassing situations.
- **Puberty:** To explain the main physical and emotional changes that happen during puberty and identify some factors that affect emotional health and well-being.
- **Menstruation:** To explain and ask questions about menstruation.
- **Ejaculation:** To explain and ask questions about wet dreams.

### Lesson One:

Learning Intentions: To use problem solving skills to sort out an embarrassing situation.

### Lesson Two:

Learning Intentions: To learn how their bodies change as they approach puberty.

### Lesson Three:

Learning Intentions: To learn how their bodies change as they approach puberty.

### Lesson Four: Pupils work in separate gender groups to discuss these changes.

Learning Intentions: To learn how their bodies change as they approach puberty.

**Lesson Five:**

Learning Intentions: To develop pupil confidence and responsibility to make the most of their abilities. To recognise how peoples' emotions change as they approach puberty.

**Lesson Six:**

Learning Intentions: To develop pupil confidence and responsibility and make the most of their abilities. Recognise how people's emotions change as they approach puberty.  
Pupils can demonstrate their own worth and others by making positive comments: positive mental health

**RSE UNITS YEAR 6: CHANGES**

- **Embarrassment:** To explore how it feels when you become embarrassed and develop strategies to deal with embarrassing situations.
- **Puberty and Reproduction:** To explore the emotional and physical changes that occur during puberty and learn ideas of how to deal with their feelings towards themselves, their families and others in a positive way.
- **Relationships and Reproduction:** To consider reproduction in the context of relationships. Explain how babies are made. To be made aware of the many different types of relationships and to explore the term homophobia.
- **Conception and pregnancy:** To understand the decisions that have to be made before having a baby. To learn some basic facts (dispel the myths) about pregnancy and conception.
- **Being a Parent:** To identify some of the skills and qualities needed to be a parent and carer. To understand the variety of ways in which parents and carers meet the needs of babies and children.

**Delivered primarily through 'KAPOW' a high quality educational program.**

**Lesson One: KAPOW SRE lesson 1**

Learning Intentions: To use problem solving skills to sort out an embarrassing situation.

**Lesson Two: KAPOW SRE lesson 4**

Learning Intentions: To know some of the bodily and emotional changes at puberty.

**Lesson Three: KAPOW SRE lesson 5 and 6 and baby visit.**

Learning Intentions: To know that having a baby is life changing.

**Lesson Four: KAPOW FAMILIES AND RELATIONSHIPS lesson 1**

Learning Intentions: To be aware of different types of relationships.

**Lesson Five:**

Learning Intentions: To identify positive ways to meet new challenges.  
Identify some factors that affect emotional health and well-being.

**Lesson Six: KAPOW FAMILIES AND RELATIONSHIPS lesson 1**

Learning Intentions: To develop confidence and responsibility and make the use of their abilities.  
Children understand their bodies belong to them.

## **Lesson Seven:**

Learning Intentions: To know that the internet contains a lot of content that can be inappropriate and upsetting for children.

## **Appendix 2:**

### **Relationships and Sex Education**

#### **A Parents' Guide**

The teaching of Relationships and Sex Education (RSE) at Croyland Primary School is an important aspect of pupils' education. RSE includes supporting young people to develop self-confidence and to prepare them for physical and emotional changes as they approach adulthood. We believe that the teaching of RSE is shared with parents and should be mutually supportive and complementary. It is taught within a moral framework, as part of a wider Personal, Social and Health Education (P.S.H.E) and is linked to the Science Curriculum.

At Croyland, RSE is taught within an integrated scheme from Early Years Foundation Stage through to Year 6. For example: lessons in "Growing and changing" in Year 1 are built upon in "Relationships and changes" in Year 3 and again in "Puberty, hygiene and family life" in Year 5.

Croyland Primary School teaches RSE as part of the ongoing PSHE lessons. We use a wide range of resources including stories, role play and hygiene baskets. Materials include DVDs and lesson plans taken from Kapow.

We hope that you find this information useful as we are keen to work in partnership with you. Parents and carers have the right to withdraw their children from some or all, RSE lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and then, if necessary, contact the Headteacher.

Croyland's RSE scheme has been reviewed and updated during the summer of 2025 to reflect relevant contextual and national requirements.

In the Early Years Foundation Stage, children cover the topics of: Self-confidence and self-awareness, Making Relationships, Managing Feelings and Behaviour, People and Communities and Health & Self Care in their everyday learning.