



Willow Farm Primary School

Policy

Sex and relationship Policy

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Nominated staff member responsible for policy J Redfern

WILLOW FARM PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Introduction

Willow Farm Primary School provides Sex and Relationships education as part of the wider Personal, Social and Health Education (PSHE) programme.

This policy sets out our approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Head teacher, Senior Leadership Team and link governor for PSHE.

This policy was approved by the Governing Body in April 2025

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non statutory, with the exception of the elements of sex education contained in the Science national curriculum. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is an introduction to learning about physical, moral, and emotional development. It is about understanding the importance of respect, love and care and honest, stable and loving relationships. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Rational and Ethos

Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Roles and Responsibilities

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE

programme is led by the PSHE Co-ordinator with the support of the PSHE lead governor and the Senior Leadership Team.

PSHE lessons are taught by class teachers. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator. As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

The RSE Curriculum

At Willow Farm Primary School we use the PSHE Kapow Scheme of Work, to deliver RSE. We have selected this scheme as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education.

The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Statutory Relationships Education

As part of our PSHE/Relationships Education programme of study, children will be taught;

- what a relationship is
- the different types of relationships they might have e.g. with family members, friends, and other adults
- the importance of healthy and secure relationships to wellbeing
- what constitutes a healthy relationship, in person and online
- how to set and observe appropriate boundaries in relationships
- how to recognise when a situation is unsafe
- strategies for dealing with situations that they find uncomfortable or that are unsafe and sources of help and advice.

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn about how reproduction occurs in some plants and animals.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This is included in the “Safety and the changing body” unit in the summer term in year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father.
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves).
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

Teaching Methods

Our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

To create a safe learning environment, where pupils feel safe, relaxed, and unintimidated, at the beginning of each session a set of ground rules will be agreed by the class based on a school-wide charter. Ground rules are likely to include the following:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers can suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes to help children have the confidence to ask sensitive questions and to provide an opportunity for teachers to pre-empt questions.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate, provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child at home.

Resources

At Willow Farm we use the Kapow Scheme of Work for PSHE/RSE, which is accredited by the PSHE Association. Kapow is a comprehensive scheme of planning and resources, which meets all statutory requirements of PSHE/RSE. Class teachers review the planning and resources for each lesson to ensure they are relevant and accessible to the needs of our children and tailor them if necessary. Additional resources may be used if considered appropriate. The resources we use in delivering non-statutory sex education include the Safety and the Changing Body units, used in Year 6. This series of videos is designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. These materials are available for parents/carers to view on request to the PSHE Coordinator or class teacher.

Recording and Assessment

Using the Kapow programme, pupils have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Quizzes may be used before

and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher, deputy head or designated safeguarding leads.

Inclusivity

Special Educational Needs and Learning Differences

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Equalities and Diversity

At Willow Farm Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

We seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

THE ROLE OF PARENTS/PARENTAL RIGHT OF WITHDRAWAL

We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme. This is particularly appropriate in Year 6 when reproduction is studied.
- Answer any questions that parents may have about RSE for their child
- Take seriously any issues or concerns that parents raise.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used. The issue of withdrawal will be handled as sensitively as possible.

Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

MONITORING AND REVIEW

Our aim is to provide RSE 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 regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

To do this effectively we will;

- reflect on the effectiveness of our provision as a staff and use pupil voice interviews to inform future planning, resources and activities.
- Subject co-ordinator and senior leadership team to reflect on feedback from parents and report to curriculum governors if required.

Location of policy

Copies of this policy are held by the Headteacher and PSHE co-ordinator. Further copies are available in the staff policy folder on the school teams space and from the school office on request from parents.

Review Date April 2026