



Thythorn Field  
Primary School

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# Relationships And Sex Education Policy

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**Adopted By School:** November 2023  
**Review Date:** November 2024  
**Governor Signature:**

A handwritten signature in black ink, appearing to read 'D. J. Ryan', is written over a faint, light blue circular watermark that contains the school's logo.

# Thythorn Field Primary School

## Relationships & Sex Education Policy

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### 1. Intent

This Relationships and Sex Education (RSE) Policy must be read in conjunction with our PSHE Policy.

The aims of RSE at Thythorn Field are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Thythorn, we believe RSE involves learning about emotional, social, and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful, and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers, and people they meet in the wider community. It explores risks, choices, rights, responsibilities, and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically, and emotionally, both on and offline. Relationships and Sex Education enables pupils to explore their own attitudes and those of others respectfully. Relationships Education makes a major contribution to fulfilling our school's overarching aims and objectives for our pupils by learning, achieving, and celebrating together. Thythorn Field strives to enrich the lives of our pupils, their families, and the community around us. By learning together, we will develop knowledge, understanding and a positive attitude about ourselves and those around us. Our approach will always be respectful and kind as we challenge ourselves to be better teachers, parents, pupils, and members of the school community

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures, and experiences
- develop respectful, caring relationships based on mutuality, reciprocity, and trust
- develop their ability to keep themselves and others safe, physically, and emotionally, both on and offline
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

## 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](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Thythorn Field we teach RSE as set out in this policy.

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our RSE provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils

### 2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities, we all have towards one another. We are proud to be a 'No Outsiders – Everyone's Welcome' school and teach the Equalities Act through assemblies and age appropriate books and lessons.

**The protected characteristics** are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between diverse groups.

To ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender, and violence are explained in age-appropriate ways.
- Where there are diverse cultural or religious views about families, relationships, or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils.
- To ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
  - Family and Friends
  - Beginning and Belonging

## 2.3 Safeguarding

At Thythorn, we understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables pupils to understand mutual, consensual, and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships.

Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to one of the Designated Safeguarding Leads (DSL): Mrs. Price, Mrs. Brewster, Mrs. Boyd, Ms. Hadland, Mrs Muddimer or Mrs Sam Brewster immediately.

## 3. Policy development

This policy has been developed in line with latest National Curriculum updates and requirements 2021, as well as in consultation with staff. The consultation and policy development process involved the following steps:

1. Review – subject leader attended CPD and updates as well as liaised with Cambridgeshire PSHE & RSE regarding updated teaching and learning content, and pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff have been given the opportunity to look at the current SoW: Cambridgeshire PSHE and RSE and feedback any concerns.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

## 4. Definition

At Thythorn, we follow the Cambridgeshire SoW and, therefore, we teach sex education that is in addition to what's covered in the science curriculum. (See appendices I)

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.

## 5. Implementation: curriculum

Our RSE curriculum is set out as indicated in Appendix I, but we may need to adapt it depending on the cohort of children e.g. puberty may need to be taught earlier for a particular year group due to the advanced development of pupils.

Primary sex education is not compulsory in primary schools, however, when following the Cambridgeshire SoW, we consider the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see Appendix I.

Following the Cambridgeshire SoW means our RSE curriculum is consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association.

We consider RSE to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have selected and follow a curriculum appropriate to each age group with clear knowledge progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Thythorn, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships making connections and building upon:

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

- Online relationships
- Being safe

For more information about our RSE curriculum and learning questions, see Appendices I.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our PSHE topic structure does not separate delivery of RSE from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills, and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities Relationships Education will be taught in:

- PSHE through designated lessons, circle time, discussion-based activities, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially using growth mindset approaches, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school and ELSA and Relate interventions.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation

It is the role of governors to ensure that:

- pupils make progress in PSHE and RSE in line with the expected educational outcomes
- the subject is well led, effectively managed, and well planned to follow the agreed SoW
- teaching is delivered and provides opportunities in a way which is accessible to all
- clear information is given to parents/carers with links to further sources on the school webpage
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

## 7.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Teaching RSE can be rewarding, but we understand that, to feel confident, staff need opportunities to develop their own knowledge, skills, and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality, and inclusion. Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching with the subject leader supporting, to develop teacher confidence. The subject leader will continue to seek CPD, and opportunities will be offered by the school to consult with advisors and attend external training courses.

## 7.4 Pupils

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

At Thythorn, we will involve pupils in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council), in PSHE and RSE lessons, about their perception of the strengths of our RSE provision and the areas to be further developed

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education.

We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE

- Informing parents/carers about PSHE, Relationships and Sex Education and RSE programmes as their child joins the school through the school website
- Providing supportive information about parents' role in Relationships and Sex Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins and appointment
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

## 9. Training

Staff have full access to Thythorn's preferred programme of study: Cambridgeshire SoW, which has been updated in line with latest requirements (2021) and includes RSE units and learning questions to address RSE aspects of the curriculum. New staff will meet with the subject leader and/or the Headteacher: Mrs C Price, to be informed and updated on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar; delivered via staff meetings with a PSHE and RSE focus.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, as appropriate.

## 10. Impact: monitoring arrangements

Teacher assessment is ongoing to inform weekly and termly planning. Assessment of children's learning is made by informal judgements during lessons as well as through observation of pupils, questioning, photos, videos, and written work. Also, by interviewing pupils about their learning; pupil voice.

Key learning behaviours related to general RSE content are reported in end of year reports to parents. The RSE leader will monitor the delivery of RSE across the school via scrutiny of the Curriculum plans for each year group as well as lesson drop-ins, learning walks and evidence of pupil knowledge and understanding in books and pupil interviews/pupil voice records.

RSE will be monitored by the subject leader through discussion with teaching staff, to ensure consistent and coherent curriculum provision. In addition to this, staff meetings will be held to review, share teaching experience, and provide feedback to inform future provision.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by subject leader and Headteacher: Mrs C Price, three yearly, or sooner, if new requirements and updates are issued. At each review, the policy will be approved by the governing board and the Headteacher.

## Links with other policies

This policy should be read in conjunction with, and links to, the following policies and procedures:

- PSHE
- Science
- Computing
- Equal Opportunities
- SEND
- Inclusion
- Health and Safety Behaviour
- Anti-Bullying
- Child Protection



## Appendix 1: Curriculum map

### Relationships and sex education curriculum detail:

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#### EYFS:

##### Healthy & Safer Lifestyles My Body & Growing Up (BG F)

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- **How can I look after my body and keep it clean? MS**
- **How am I learning to take care of myself and what do I still need help with? MS**
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

- Valuing the body
- External body parts
- My teeth
- Similarities & differences
- Self care skills
- Change and responsibilities

##### Healthy & Safer Lifestyles Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

YEAR 1-2:

**Healthy & Safer Lifestyles**

**Relationships and Sex Education (RS 1)**

- **What are the names of the main parts of the body? BS**
- **What can my amazing body do?**
- **When am I in charge of my actions and my body? BS**
- **How can I keep my body clean? HP**
- **How can I avoid spreading common illnesses and diseases? HP**

- External parts of the body
- My amazing body
- Germs
- Hand washing

**Healthy & Safer Lifestyles**

**Relationships and Sex Education (RS 2)**

- **How do babies change and grow? (Statutory NC Science Y2)**
- **How have I changed since I was a baby? (Statutory NC Science Y2)**
- **What's growing in that bump? (NC Science)**
- **What do babies and children need from their families? FP**
- **Which stable, caring relationships are at the heart of families I know? FP**
- **What are my responsibilities now I'm growing up? CAB**

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

YEAR 3-4:

**Healthy & Safer Lifestyles**  
**Relationships and Sex Education (RS 3)**

- **How are male and female bodies different and what are the different parts called? BS**
- **When do we talk about our bodies, how they change, and who do we talk to? BS**
- What can my body do and how is it special?
- **Why is it important to keep myself clean? HP**
- **What can I do for myself to stay clean and how will this change in the future? HP**
- **How do different illnesses and diseases spread and what can I do to prevent this? HP**

- Male and female bodies
- Talking about bodies
- Valuing the body's uniqueness & capabilities
- Responsibilities for hygiene
- Preventing spread of illnesses

**Healthy & Safer Lifestyles**  
**Relationships and Sex Education (RS 4)**

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- **What does it mean to be 'grown up'? CAB**
- **What am I responsible for now and how will this change? CAB**
- **How do different caring, stable, adult relationships create a secure environment for children to grow up? FP**

- Stages of human life cycle
- Seed+egg
- Being grown up
- My responsibilities
- Families' responsibilities
- Caring families

YEAR 5-6:

**Healthy & Safer Lifestyles**  
**Relationships and Sex Education (RS 5)**

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

**Healthy & Safer Lifestyles**  
**Relationships and Sex Education (RS 6)**

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions? CAB
- How can my words or actions affect how others feel, and what are my responsibilities? MW
- What should adults think about before they have children? FP
- Why might people get married or become civil partners? FP
- What are different families like? FP

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security, and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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 how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are vastly different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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 others, including those in positions of authority</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative, or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers, and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>E.g.: Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i></p>